

Word Intelligence Alignment with the Common Core State Standards

College and Career Readiness Anchor Standards for Reading and Language, Grades 6–12	<i>Word Intelligence</i> Alignment
<p><u>Vocabulary Acquisition and Use Anchor Standard #4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<ul style="list-style-type: none"> • Unit 1 of <i>Word Intelligence</i> provides a scaffolded orientation to word-learning strategies including use of context clues, morphemic analysis (analyzing word parts), and appropriate use of the dictionary. • 15 high-utility prefixes, suffixes, and roots are explicitly taught in Unit 1, with an additional 25 affixes taught in later units. • Students learn and practice two key strategies for unlocking the meaning of unknown words: the Intelli-STARS and Intelli-CLUES strategies. • Lessons in dictionary use provide students with an explicit technique for figuring out which dictionary definition is the one that applies to a word in a specific context.
<p><u>Vocabulary Acquisition and Use Anchor Standard #5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> • Students are provided with multiple exposures to each word, so they develop a rich understanding of each word’s use. • Related words are identified and used in rich contexts. Target words are used in relation to each other so that students understand each word’s nuances.
<p><u>Vocabulary Acquisition and Use Anchor Standard #6</u> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Each edition of <i>Word Intelligence</i> teaches 450 specific words—more than any other vocabulary program! • 60% of the words are drawn from Dr. Andrew Biemiller’s list of teachable vocabulary for students in the middle grades: <i>reliable, deliberate</i>. • 20% of the words are selected as key academic words in the social studies/history content area: <i>drought, density</i>. • 20% of the words have highly specialized meanings but are necessary for understanding the passages: <i>sulfur, stragglers</i>.

<p><u>Craft and Structure Standard #4</u></p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.</p>	<ul style="list-style-type: none"> • All words are presented within the context of content-area text, and students learn the meaning of the word specific to the text. • Teaching notes provide extensive information about word connotations and usage.
<p><u>Reading Standards for Literacy in History/Social Studies 6–10</u></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source.</p> <p>4. (Grades 7–8) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>4. (Grades 9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p>	<ul style="list-style-type: none"> • Each content unit contains includes four historical text passages from U.S. or world history. • Each passage is under 400 words and contains 10–15 target vocabulary words. • After the teacher read-aloud, students engage in interactive text activities with a partner, focusing on understanding word meanings, finding central ideas, and understanding the information presented in the text. • Readings are taken from a wide variety of sources, including primary source material. • Passages provide an opportunity to learn words in the context of academic text and support knowledge-building in history and social studies content.
<p><u>Range of Reading and Level of Text Complexity</u></p> <p>By the end of grade 8 (or 10), read and comprehend history/social studies texts in the grades 6–8 (or 9–10) text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> • Because of the large number of new vocabulary words in each passage, text complexity is high. • Passage difficulty ranges from grade 9 to 11. All passages are introduced by a teacher read-aloud. Students read passages multiple times as various group, partner, and individual activities are completed.