

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: L.11-12.6 - Acquire and use accurately 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>L.CCR.6 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 encountering an unknown term important to comprehension or expression.</p>	<p><u>Questions to Focus Learning</u></p> <p>Why is it important to grow my vocabulary knowledge?</p> <p>Understanding general academic and domain-specific words and phrases helps me to better comprehend and communicate. Effective communicators acquire and use words and phrases for reading, writing, speaking, and listening at the college and career readiness level.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <ol style="list-style-type: none"> a. I know general academic words and phrases ("Tier Two" words, see Appendix A) are not specific to a particular field, but rather appear in a broad range of informational, technical, and literary texts. b. I know general academic words and phrases usually include words that give precise and nuanced meaning to common and simple things (e.g., sauntered rather than walked). c. I know general academic words and phrases are not as frequently defined within a text as domain-specific words and phrases. d. I know domain-specific words and phrases ("Tier Three" words, see Appendix A) are words and phrases that are specific to a particular field of study and are more common in informational texts than in literary texts. e. I know the meanings of general academic words and phrases and the meanings of domain-specific words and phrases contribute to overall comprehension. f. I know reference materials, such as dictionaries and glossaries, can provide assistance with regard to vocabulary. g. I know clues about the meanings of words can often be located in a text.

Reasoning Targets

- a. I can acquire and use accurately general academic words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level independently and proficiently.
- b. I can acquire and use accurately domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level independently or proficiently.
- c. I can use resources such as glossaries, dictionaries, and other reference materials to understand the meaning of a word or phrase important to comprehension and expression.
- d. I can locate and use context clues within a text to gather vocabulary knowledge important to comprehension or expression.
- e. I can demonstrate independence in gathering vocabulary knowledge important to comprehension or expression.

Vocabulary

Domain-specific academic vocabulary: consists of relatively low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, *apex* in math, *escarpment* in geography, and *isobar* in science (www.ascd.org).

General academic vocabulary: consists of words that appear reasonably frequently within and across academic domains, such as *analyze* and *process* (www.ascd.org).

Literary vocabulary: consists of words that may be infrequently used in everyday speech but may appear in literature, such as *torrid*, *hyperbolic*, or *suave* (www.ascd.org).

Teacher Tips

[Understanding Jargon](#) - This lesson plan encourages students to play with jargon, understanding the definition of jargon and the importance of context to understanding and decoding.

[10 Best Vocabulary Learning Tips](#) - Ten tips to learn new words, use them, and not forget them.

Vertical Progression

- L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).
- L.2.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
- L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
- L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
- L.5.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
- L.6.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.7.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.8.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.9-10.6 - Acquire and use accurately 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.

The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [L.11-12.6](#)