

Appendix B: Academic Standards Alignment

The English Language Arts, College and Career Readiness Anchor Standards for Language (CCR Anchor Standards) are available for grades K through 12 (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2010). These standards are the expectations of what students should understand and be able to do for their grade level. Six anchor standards fit within this framework and *The Bridge of Vocabulary 2* addresses three of those within the vocabulary acquisition and use standard. These three vocabulary-based CCR anchor standards are listed in Table B.1. Each standard is linked with *The Bridge of Vocabulary 2* Top 10 Strategies offered in this tool.

Table B.1 College and Career Readiness (CCR) Anchor Standards: Vocabulary Acquisition and Use Alignment With *The Bridge of Vocabulary 2* Top 10 Strategies

CCR Anchor Standard	<i>The Bridge of Vocabulary 2</i> Top 10 Strategies
<p>CCSS.ELA-LITERACY.CCRA.L.4 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>	<p>Strategy 1: Four Word Types Strategy 3: Repetition Strategy 4: Dense Neighborhoods Strategy 6: Word Categories Strategy 8: Levels of Knowing</p>
<p>CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Strategy 5: Concept Expansion Strategy 7: Word Consciousness Strategy 9: Word Meanings</p>
<p>CCSS.ELA-LITERACY.CCRA.L.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>Strategy 1: Four Word Types Strategy 2: Tier 2 Words Strategy 10: Student-Friendly Definitions</p>

One step deeper than the anchor standards are the individual vocabulary grade-level expectations for grades K through 12. Table B.2 lists the CCR literacy standards for Grade 1. Table B.3 lists the CCR literacy standards for Grade 5. Table B.4 lists the relevant CCR literary standards for Grades 9–10. Each CCR standard is matched with one or more of *The Bridge of Vocabulary 2* activities, making it easy to look up one or two sample activities.

Keep in mind that *The Bridge of Vocabulary 2* tasks are not designed to present the vocabulary of only one grade level. Children are different; they are exposed to, and energized by, different words. Their corpus of words will not be identical. However, they will have access to the same types of words in the same type of sequence. This allows the professional some flexibility within the activities for confidence and individuality. Further, the standards between grades can be very close and sometimes overlap. You may see activity examples from other parts of the tool that are not strictly aligned by grade level. This is by design, and professionals should feel confident in using activities that meet the goals of the work, even if they are from a different grade level.

The Bridge of Vocabulary 2 provides the following alignment of CCR vocabulary acquisition and use standards with evidence-based strategies for students with a wide range of vocabulary strengths and challenges. As examples, Grades 1, 5, and 9–10 were selected for their wide range of vocabulary demands in today’s academic settings. Professionals may use any of the grade-specific CCR standard lists to select a similar standard link to *The Bridge of Vocabulary 2* chosen activity.

Table B.2 Grade 1 CCR Language Standards: Vocabulary Acquisition and Use Alignment With *The Bridge of Vocabulary 2* Activities

Grade 1 CCR standard	<i>The Bridge of Vocabulary 2</i> activity examples
<p>CCSS.ELA-LITERACY.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p>	PK 9.1
<p>CCSS.ELA-LITERACY.L.1.4.A Use sentence-level context as a clue to the meaning of a word or phrase.</p>	PK 5.1
<p>CCSS.ELA-LITERACY.L.1.4.B Use frequently occurring affixes as a clue to the meaning of a word.</p>	LE 1.2
<p>CCSS.ELA-LITERACY.L.1.4.C Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	LE 1.3
<p>CCSS.ELA-LITERACY.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	LE 6.2
<p>CCSS.ELA-LITERACY.L.1.5.A Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.</p>	LE 3.1
<p>CCSS.ELA-LITERACY.L.1.5.B Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p>	LE 1.1
<p>CCSS.ELA-LITERACY.L.1.5.C Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</p>	LE 4.3
<p>CCSS.ELA-LITERACY.L.1.5.D Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	LE 1.2
<p>CCSS.ELA-LITERACY.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., <i>because</i>).</p>	LE 7.1

Table B.3 Grade 5 CCR Language Standards: Vocabulary Acquisition and Use Alignment With *The Bridge of Vocabulary 2* Activities

Grade 5 CCR standard	<i>The Bridge of Vocabulary 2</i> activity examples
<p>CCSS.ELA-LITERACY.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p>	<p>UE 2.3 UE 3.1</p>
<p>CCSS.ELA-LITERACY.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>UE 5.2</p>
<p>CCSS.ELA-LITERACY.L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>UE 6.1 UE 6.2</p>
<p>CCSS.ELA-LITERACY.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Not addressed in <i>The Bridge of Vocabulary 2</i></p>
<p>CCSS.ELA-LITERACY.L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>UE 4.1</p>
<p>CCSS.ELA-LITERACY.L.5.5.A Interpret figurative language, including similes and metaphors, in context.</p>	<p>MS 1.2</p>
<p>CCSS.ELA-LITERACY.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>MS 4.2</p>
<p>CCSS.ELA-LITERACY.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>UE 1.1 UE 1.2</p>
<p>CCSS.ELA-LITERACY.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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>UE 5.1 UE 6.2</p>

Table B.4 Selected Grades 9–10 CCR Language Standards: Alignment With *The Bridge of Vocabulary 2* Activities

Grades 9–10 CCR standard	<i>The Bridge of Vocabulary 2</i> activity examples
<p>CCSS.ELA-LITERACY.L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	AP 4.1
<p>CCSS.ELA-LITERACY.L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	AP 2.3 AP 5.1
<p>CCSS.ELA-LITERACY.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p>	AP 3.2 AP 4.2
<p>CCSS.ELA-LITERACY.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	AP 2.2
<p>CCSS.ELA-LITERACY.L.9-10.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>	AP 6.1
<p>CCSS.ELA-LITERACY.L.9-10.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	Not addressed in <i>The Bridge of Vocabulary 2</i>
<p>CCSS.ELA-LITERACY.L.9-10.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	Not addressed in <i>The Bridge of Vocabulary 2</i>
<p>CCSS.ELA-LITERACY.L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	AP 1.2 AP 3.3 AP 3.5
<p>CCSS.ELA-LITERACY.L.9-10.5.A Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>	MS 4.2
<p>CCSS.ELA-LITERACY.L.9-10.5.B Analyze nuances in the meaning of words with similar denotations.</p>	AP 1.8 AP 2.1
<p>CCSS.ELA-LITERACY.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.</p>	AP 3.1 AP 3.2