Spelling Classroom

Word Introduction
Summary: Words are pronounced and introduced in a contextual setting.

New York State Learning Standards and Core Curriculum

Language Arts

Grade **1** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.1RF.	1st Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	1RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	1RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	1L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P→2:
EXPECTATION / CONTENT SPECIFICATION	1L2.5.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. →Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT SPECIFICATION	1L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD /	1L6.	Use words and phrases acquired through conversations, reading and being read to,

CONCEPTUAL UNDERSTANDING		and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Grade **2** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.2RF.	2nd Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	2RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	2RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	2L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades P→2:
EXPECTATION / CONTENT SPECIFICATION	2L2.5.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. →Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.
EXPECTATION / CONTENT SPECIFICATION	2L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	2L5a.	Identify real-life connections between words and their use.
STRAND / DOMAIN / UNIFYING	NY.2L.	2nd Grade Language Standards

THEME		
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2L6.	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).

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Grade **3** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.3RF.	3rd Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	3RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	3RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	3L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	3L2.9.	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION / CONTENT SPECIFICATION	3L2.10.	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	3L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	3L4a.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	3L5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION / CONTENT SPECIFICATION	3L5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN / UNIFYING THEME	NY.3L.	3rd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	3L6.	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

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Grade **4** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.4.RF.	4th Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	4RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	4RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.4.L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	4L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	4L2.9.	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION / CONTENT SPECIFICATION	4L2.10.	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.4.L.	4th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	4L4a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.4.L.	4th Grade Language Standards

CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	4L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	4L5c.	Demonstrate understanding of words by relating them to their antonyms and synonyms.

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Grade **5** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.5RF.	5th Grade Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	5RF4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
EXPECTATION / CONTENT SPECIFICATION	5RF4b.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	5L2.	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Core Punctuation and Spelling Skills for Grades 3→5:
EXPECTATION / CONTENT SPECIFICATION	5L2.9.	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION / CONTENT SPECIFICATION	5L2.10.	Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	5L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	5L4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN / UNIFYING THEME	NY.5L.	5th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL	5L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

UNDERSTANDIN G		
EXPECTATION / CONTENT SPECIFICATION	5L5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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Grade **6** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.6L.	6th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDIN G	6L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	6L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	6L4d.	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).
STRAND / DOMAIN / UNIFYING THEME	NY.6L.	6th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDIN G	6L6.	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **7** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.7L.	7th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Knowledge of Language
STANDARD / CONCEPTUAL UNDERSTANDIN G	7L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / CONTENT SPECIFICATION	7L3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / DOMAIN / UNIFYING THEME	NY.7L.	7th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDIN G	7L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION /	7L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position

CONTENT SPECIFICATION		or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	7L4d.	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).
STRAND / DOMAIN / UNIFYING THEME	NY.7L.	7th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	7L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	7L5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
STRAND / DOMAIN / UNIFYING THEME	NY.7L.	7th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	7L6.	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **8** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.8L.	8th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	8L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	8L4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION / CONTENT SPECIFICATION	8L4d.	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).
STRAND / DOMAIN / UNIFYING THEME	NY.8L.	8th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	8L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	8L5b.	Use the relationship between particular words to better understand each of the words.
STRAND / DOMAIN / UNIFYING	NY.8L.	8th Grade Language Standards

THEME		
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	8L6.	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **9** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.9-10L.	9th-10th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	9-10L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 9→12:
EXPECTATION / CONTENT SPECIFICATION	9-10L1.3.	Understand that usage is a matter of convention that can change over time.
STRAND / DOMAIN / UNIFYING THEME	NY.9-10L.	9th-10th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	9-10L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	9-10L4a.	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.
EXPECTATION / CONTENT SPECIFICATION	9-10L4d.	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).
STRAND / DOMAIN / UNIFYING THEME	NY.9-10L.	9th-10th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	9-10L6.	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **10** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.9-10L.	9th-10th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL	9-10L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 9→12:

UNDERSTANDING		
EXPECTATION / CONTENT SPECIFICATION	**9-10L1.3.**	Understand that usage is a matter of convention that can change over time.
STRAND / DOMAIN / UNIFYING THEME	**NY.9-10L.**	**9th-10th Grade Language Standards**
CATEGORY / CLUSTER / KEY IDEA		**Vocabulary Acquisition and Use**
STANDARD / CONCEPTUAL UNDERSTANDING	**9-10L4.**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	**9-10L4a.**	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.
EXPECTATION / CONTENT SPECIFICATION	**9-10L4d.**	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).
STRAND / DOMAIN / UNIFYING THEME	**NY.9-10L.**	**9th-10th Grade Language Standards**
CATEGORY / CLUSTER / KEY IDEA		**Vocabulary Acquisition and Use**
STANDARD / CONCEPTUAL UNDERSTANDING	**9-10L6.**	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **11** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	**NY.11-12L.**	**11th-12th Grade Language Standards**
CATEGORY / CLUSTER / KEY IDEA		**Conventions of Standard English**
STANDARD / CONCEPTUAL UNDERSTANDING	**11-12L1.**	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 9→12:
EXPECTATION / CONTENT SPECIFICATION	**11-12L1.3.**	Understand that usage is a matter of convention that can change over time.
STRAND / DOMAIN / UNIFYING THEME	**NY.11-12L.**	**11th-12th Grade Language Standards**
CATEGORY / CLUSTER / KEY IDEA		**Vocabulary Acquisition and Use**
STANDARD / CONCEPTUAL UNDERSTANDING	**11-12L4.**	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	**11-12L4a.**	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.
EXPECTATION / CONTENT SPECIFICATION	**11-12L4d.**	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).

STRAND / DOMAIN / UNIFYING THEME	NY.11-12L.	11th-12th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	11-12L6.	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **12** - Adopted: **2017**

STRAND / DOMAIN / UNIFYING THEME	NY.11-12L.	11th-12th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Conventions of Standard English
STANDARD / CONCEPTUAL UNDERSTANDING	11-12L1.	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. Core Conventions Skills for Grades 9→12:
EXPECTATION / CONTENT SPECIFICATION	11-12L1.3.	Understand that usage is a matter of convention that can change over time.
STRAND / DOMAIN / UNIFYING THEME	NY.11-12L.	11th-12th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	11-12L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
EXPECTATION / CONTENT SPECIFICATION	11-12L4a.	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.
EXPECTATION / CONTENT SPECIFICATION	11-12L4d.	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).
STRAND / DOMAIN / UNIFYING THEME	NY.11-12L.	11th-12th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	11-12L6.	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.