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# Building Everyday

# LEADERSHIP

in All Kids

AN **ELEMENTARY** CURRICULUM

TO PROMOTE ATTITUDES AND ACTIONS

FOR RESPECT AND SUCCESS



free spirit  
PUBLISHING®

MARIAM G. MACGREGOR, M.S.

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*\*Activities contain modifications for students transitioning to middle school*

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## INTRODUCTION

# Guiding Children to Take the Lead

Perhaps you're a veteran educator, skilled and comfortable with integrating leadership education into the school day. Or maybe this is the first time you've taught a session on leadership. Maybe you've been asked to design a new program for young leaders, a daunting but rewarding task. Regardless of your background or why you're holding this book, you're in an exciting position: You're about to inspire young leaders. With your guidance, the kids in your group can gain a greater understanding of who they are and how to translate that into becoming a leader.

You might be thinking: *Elementary school is too young for leadership!* If you've been around kids enough, you know they recognize leaders in their midst from an early age. This recognition is based simply on perceived "specialness"—it's the boy who plays the best on the soccer field; it's the girl who knows all the answers when the teacher asks; it's the boy who's welcoming and nice to everyone; it's the girl who makes the entire class laugh with her jokes. But kids also see and hear about public leaders embroiled in scandals, or they hear gossip about popular "role models" like celebrities and athletes receiving attention for engaging in outlandish, risky, or inappropriate behaviors. They can even receive mixed messages about what it means to be a leader from people in their everyday lives: teachers, parents, coaches, youth pastors, club leaders, and peers.

This is why conducting meaningful activities and discussions on leadership behaviors,

leadership attitudes, and the difference between positive and negative leadership qualities is important. Leadership goes deeper than an individual's personality or a snapshot in the news. It's a complex mix of character traits, behaviors, skills, and competencies. Strong leaders emerge at all stages of life, and even kindergartners can benefit from identifying their own leadership strengths and weaknesses. The earlier kids learn about their leadership strengths, the sooner they can make firsthand positive differences. For example, they learn how to resolve conflict more efficiently through age-appropriate negotiation rather than fighting or tattling. They also learn the value of paying attention to the quiet students in their class in addition to the extroverts. Kids who understand leadership concepts from a young age are more likely to feel empathy and be openminded about accepting differences when working together with peers.

Much of the existing material geared to leadership for elementary students focuses on character education. Although character education is one aspect of leadership development, it's not the only one—there is also the action-oriented nature of building personal and group leadership attitudes. Increasing every child's awareness of his or her own leadership potential can have a remarkable impact on self-confidence as well as on establishing positive group dynamics. And it can increase positive character traits.



## Making Time for Leadership

The activities in this book are designed for use in a range of settings: classrooms, after-school groups, advisory groups, service learning and leadership programs, and community- or faith-based programs.

In many cases, especially for teachers, it can feel overwhelming to determine ways to incorporate leadership activities into limited instructional minutes without feeling like it's "just another thing." But it's not as hard to make time for leadership as you might think. Here's why:

- Sessions range from 10 to 45 minutes long. Some can be easily fit into short available times, such as transitions or when you have an unexpected indoor recess due to rain. Others can be planned for as part of a standard classroom period.
- The sessions are aligned with curriculum standards, including the Common Core State Standards (see pages 9–14), so rather than being "something extra," they can support academic material you're already teaching.
- If you're already teaching character education, anti-bullying units, or social/emotional curriculum, leadership lessons are a natural way to enhance these subjects.

These activities are thoroughly classroom-tested. I have facilitated the activities in this book and others like them with more than 1,500 kids and teens since 1995. Over the years, I've heard from hundreds of teachers and youth workers from around the world about the life-changing leadership being demonstrated by kids and teens with whom they've used the curriculum. Students who have successfully completed the curriculum have benefitted in many ways, including improved academics, increased participation in class and in extracurricular activities, increased empathy, and improved confidence. So time invested in leadership pays off academically as well as socially and emotionally.

## Using This Book

*Building Everyday Leadership in All Kids* is modeled after my *Building Everyday Leadership in All Teens* curriculum. This book provides carefully crafted leadership lessons in a format that allows you to create customized, organized leadership programs that best serve the elementary-age kids you work with.

The activities in this book are divided into nine sections organized by topic.

- **"Framing Activities"** help students establish a common understanding of what leadership means in their lives and in your setting. To lay the groundwork of such an understanding, make a framing activity one of the first ones you do with your group.
- **"Icebreakers and Warm-Ups"** are activities to establish rapport and introduce leadership basics.
- The activities in **"Understanding Leadership"** help students learn what leadership means, identify leaders in their lives, and appreciate other points of view.
- **"Becoming a Leader"** has activities on being a leader and learning about leaders and followers.
- To develop group and individual communication skills, try activities from **"Communication."**
- **"Teambuilding and Working with Others"** has activities that help build understanding about teamwork and group dynamics.
- **"Problem Solving and Decision Making"** contains activities emphasizing group and individual roles in problem solving and decision making.
- To address more complex issues related to leadership roles and responsibilities, the activities in **"Understanding Power, Values, and Relationships"** are appropriate.
- Similarly, the more complex activities in **"Making a Difference"** address broader social issues related to leadership.

With respect to limited instructional minutes (and attention spans) for 6- to 12-year-olds, the maximum



activity length is 45 minutes. Most sessions fall into the range of 20 to 30 minutes, including discussion. If you conduct enrichments or extensions, which are included with many activities, you'll do these outside the timeframe of the original session.

Where necessary, sessions are divided into two sections—for younger kids (grades K–2) and older kids (grades 3–6). Different topics require different levels of maturity, physical coordination, or understanding of the subject matter, and some activities require stronger skills (such as reading, writing, and communication skills) than others to accomplish. Some examples include lessons related to ethical decision making, teambuilding, communication, power, and identifying leaders in one's life.

The sessions are designed with the goal of engaging all emerging leaders, regardless of emotional and academic levels. Each session is designed to promote group interaction, build self-confidence, and allow kids to explore intrapersonal understanding, even if they don't yet fully know what these things are. The sessions also allow older kids to be challenged both inter- and intrapersonally as they learn to fully identify and fine-tune their leadership abilities.

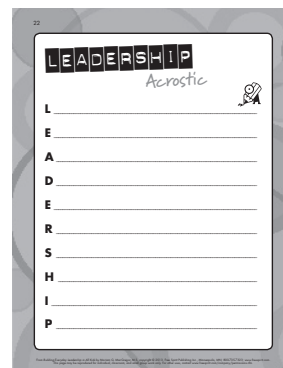
Each session in this book opens with an activity summary and also has:

- **Time, Age, Group Size:** The anticipated time necessary to conduct the session, suggested audience age by grade, and recommended group size
- **Leadership Learning Concepts:** A list of the primary leadership concepts addressed by the session (see page 4)
- **Supporting Standards:** The academic standards supported by the session
- **Materials Needed:** What you'll need to conduct the session; a complete list of materials needed for all activities is on page 196
- **Getting Ready:** Steps to prepare for conducting the session
- **Activity:** The main part of the session, this includes step-by-step guidance to conducting the activity with your group

- **Talk About It:** Discussion questions to use with the group following the activity

Some sessions include:

- **Variations:** Ideas that modify the original activity to more effectively incorporate the activity with different audiences such as younger or older kids or to differentiate the activity with your specific group.
- **Enrichments:** Ideas that add breadth and strengthen leadership learning during the lesson. Enrichments can be used during the activity to increase challenge or to engage kids in different ways.
- **Extensions:** Ideas that extend the learning and create deeper connections for the lesson. Extensions are relevant as follow-up to the specific lesson, during another group gathering or class period, or for homework or out-of-session projects.
- Reproducible handouts that you can photocopy from the book or access as customizable PDFs at the Free Spirit Publishing website at [freespirit.com/BELKids-forms](http://freespirit.com/BELKids-forms) (password potential4). Some handouts are meant for your use, but most are intended to be distributed to the kids you're working with. In some cases, two versions of a handout are available—one for kids in grades 3–6 and one for kids in grades K–2. The handouts intended for younger students have a notebook paper design and a larger title; handouts for older students have a simple frame and a smaller title.



Grades 3–6



Grades K–2

Read through each session completely before conducting it so you're familiar with the goals, process, and any background information. This preparation also helps you anticipate any barriers kids might encounter in understanding the material, special topics or modifications you want to consider, or ways you might want to incorporate possible variations, extensions, enrichments, or discussion emphasis specific to the needs of your group.

If you have students with physical challenges—for example, requiring crutches or a wheelchair—you may need to consider modifications to the sessions. The majority of the sessions can be conducted with few or no changes. For some activities, suggestions are provided.

### Leadership Learning Concepts

Leadership Learning Concepts are the skills and competencies addressed in each activity. Some sessions may touch on several concepts, while others touch on only one or two. The list below provides a brief definition of every concept.

- **Active Listening:** Learning to actively hear and process information being verbally communicated
- **Appreciating Others:** Giving others encouragement and recognition for hard work and doing things well
- **Building Friendships:** Learning and practicing appropriate behaviors for building positive relationships with others
- **Bullies, Cliques, and Peer Pressure:** Recognizing behaviors, positive and negative, that can occur when groups of kids get together; understanding one's role and responsibilities when these behaviors are taking place
- **Communication:** Skill building related to public speaking, active listening, giving and receiving feedback, constructive criticism, nonverbal messages, etc.
- **Creative Thinking:** Discovering new ways of thinking and problem solving
- **Decision Making:** Learning how to make confident decisions as individuals and as part of a group
- **Discernment:** Determining what's important to notice and what's not; learning to pay attention to details; developing the ability to prioritize
- **Ethics:** Learning how to discern between right and wrong and how to make decisions when dealing with dilemmas and life's "gray" areas
- **Feedback:** Learning how to give and receive messages of support or ideas for improvement
- **First Impressions:** How to make a positive first impression and why it's important
- **Getting to Know Others:** Going beyond name games and introductions to uncover what makes others in the group "tick"
- **Goal Setting:** Deciding what a team or individual wants and the steps necessary to achieve those goals
- **Group Dynamics:** What happens when groups of people get together, especially if they have different ideas or may not be part of a team
- **Leadership Basics:** What it means to be a leader and general concepts related to leadership
- **Observation Skills:** Paying attention to and learning from other people and situations
- **Patience:** Learning how to deal with situations calmly and without getting upset
- **Problem Solving:** Identifying methods that work to solve problems successfully; learning more about how conflict can lead to positive results
- **Public Speaking:** Strengthening the skills necessary to comfortably present and speak in front of others
- **Qualities of Leadership:** Recognizing the characteristics commonly seen or expected in leaders
- **Resourcefulness:** Being imaginative in different situations and coming up with creative ways to overcome obstacles

- **Risk Taking:** Understanding the basics of risks leaders may need to take and the difference between appropriate everyday risks and dangerous everyday risks
- **Role Models and Mentors:** Developing skills to serve as a positive role model or mentor (someone others want to be like, follow, or learn from) as well as identifying the qualities one expects from their role models and mentors; also, understanding the difference between individuals admired for their popularity and “celebrity” status, and those who are admired because of their social influence as leaders
- **Self-Awareness:** Uncovering and sharing what one knows about oneself
- **Self-Disclosure:** Sharing more about oneself including personal values and experiences
- **Teamwork:** Building the skills necessary to promote working together, positive group dynamics, and success as a team; learning how to work productively with others
- **Tolerance and Diversity:** Learning to interact with, get along with, and seek out people with different opinions and backgrounds from oneself
- **Understanding Social Change:** Learning how to make a difference for causes and issues that are important to individuals
- **Values:** Exploring the beliefs and opinions that each person considers important and learning to respect the differences among individuals

### **Middle School Transition Modifications**

Some sessions, marked in the contents with an asterisk and listed on page 15, are particularly relevant for students transitioning to middle school. For these activities, modifications are included that frame the sessions and discussion questions around concerns facing fifth- and sixth-grade students as they prepare to enter middle school. Examples of leadership issues related to middle school include peer pressure, decision making, handling ethical dilemmas,

finding your voice, supporting friends in difficult situations, and being your best self. These activities can be made even more powerful by having high school students serve as facilitators and discussion guides. If time permits, incorporate these activities on a regular basis (once a week or once every other week, for example) during the final semester or trimester of elementary school.

You might also consider hosting an “everything you want to know about middle school but are afraid to ask” panel toward the end of the school year, where a group of high school students presents to or interacts with fifth or sixth graders about the transition. Prep the high school students ahead of time to discuss ways to respond to your students’ questions in appropriate ways. Limit the number of adults in the room to a school counselor or psychologist and a different grade or subject area teacher or two who have strong rapport with the students. Having their current fifth- or sixth-grade teachers in the room during the panel can often be counterproductive to creating an open, safe atmosphere for kids to feel comfortable disclosing their concerns and worries. Some kids feel judged or nervous that their teacher will think differently of them in the classroom based on the questions they ask the high school panel.

## **Setting the Tone**

The activities in this book are built on student-directed learning. To be most effective, lead as a facilitator rather than an “instructor.” This helps students learn the leadership lessons and concepts through their interactions with one another. Because leadership topics inspire self-reflection and disclosure, it is essential to promote a safe environment that encourages supportive attitudes for and from everyone. Here are some guidelines:

### **Divide Large Groups into Smaller Groups**

Some activities guide you to divide the larger group into smaller teams or groups. If your large group is fairly homogenous or your goals for the activity

won't be impacted by peer pressure or existing relationships, you can create smaller groups randomly at the time of the session. You might do this by passing out colored stickers representing each team, inviting kids to count off or select colored toothpicks or marbles from a bag, or using other equitable, objective methods for dividing into equally numbered groups.

More often, you'll want to select the teams ahead of time because leadership learning is enriched when kids interact with others different from themselves. How you do this will vary depending on your setting and individual group. If the group is mixed-gender, strive to have a balance of boys and girls regardless of the age of the group. If culture, background, or other factors impact the relationships among kids in the group, determine ahead of time the best ways to make the smaller teams as diverse as possible.

Kids in early elementary generally thrive when together with friends on a team. This allows the relationships they share to play a role. Of course, kids can be fickle when it comes to friendships, so you may find yourself changing the makeup of groups throughout the year. For older students, evaluate the dynamics of the larger group to determine if friends might learn more by being on different teams or if the arrangement is inconsequential. When working with students in their final year of elementary school, you can divide teams based on each of the schools they'll attend (if they're not all going to the same school).

For all groups, you'll want to balance the "talkers" with students who may be more reserved. Pay attention that talkers don't dominate the activity. Develop a personal plan for engaging shyer or hesitant students in the activity. Sometimes, this is as simple as requiring everyone in the group to give their opinion, answer a question, or take a turn in a leadership role. Other times, you will find yourself addressing overbearing students directly by gently suggesting the group hear from others, dividing them from their peer group, or putting them into "listening" roles.

## **Emphasize Confidentiality**

Elementary-age children can be inexperienced with social cues and appropriate discussion process. When one student offers a comment or insight on the activity, other kids easily latch on to one or two words in the response and quickly shift the conversation away from the true topic at hand. Similarly, young kids often lack the ability to filter what they say and to recognize when to keep shared information to themselves—within a group, between individuals, and in other company outside their classroom. Maintain an atmosphere within the group that's respectful of diverse opinions. It's a good idea before your first session to talk about what it means when information is "confidential," and follow up periodically with reminders to honor everyone's confidentiality. Help kids practice ways to avoid using people's personal information or real names when talking about their leadership lessons, both within and outside your group.

When conducting the sessions, you may discover that some topics evoke personal admissions and highly charged situations. It's hard to predict exactly when someone may become affected by emotion or when conflict may arise within the group. But if you establish trust early on with the group and monitor any particular dynamics between members, you likely will be able to anticipate potentially difficult circumstances. If intense moments occur, help those who may disagree with one another to talk it through.

## **Encourage Full Engagement**

Because the activities in this book are designed to be fun and appealing, they easily engage kids. Still, some kids initially may be uncomfortable taking the risks necessary to lead or participate fully in session activities. Some may not understand the broader context of the activity or not "get" the whole leadership thing. Clarify concepts in a manner that stretches the thinking of every child, while recognizing that some kids will grasp abstract connections quicker than others.

Recognize the developmental context and fickle behavior of younger children (one day they're easily

engaged, the next they have a hard time focusing). Encourage kids to participate at their highest level of understanding, and pay attention if kids are having a hard time grasping the concepts you're teaching. If necessary, remind kids of all the simple ways they can practice being a leader.

Most kids thrive when genuinely encouraged to try new things, especially if they doubt their ability, are unsure of their capabilities, or get nervous about what others might think. One way to encourage a shy or reserved child is to create an opportunity to take on a speaking role in an activity but not necessarily take the lead. Overall, your sensitivity to the children's perspective is essential.

Set some basic ground rules just as you would when striving to establish an overall positive classroom culture. Remind kids that revealing personal information isn't always necessary to demonstrate they've learned something from an activity. If kids start to act overly silly or lose focus, stop an activity and remind them of its purpose.

As kids develop self-confidence and comfort in practicing and developing leadership skills, encourage their involvement and create leadership opportunities within the larger group. Even if some kids at first choose to participate minimally, it probably won't be long before they feel they are missing out by not joining in.

### **Get the Most Out of Role Playing**

Some of these activities utilize role playing. Role playing provides participants a fun opportunity to experience different perspectives in small or large groups. Kids assume the roles of certain characters to act out in various scenarios. Review the roles with participants before starting an activity and remind them to stay in character throughout the role play. Tell participants that they never have to reveal personal information in role playing.

When kids practice different roles, the learning takes on a real-life aspect. This makes it easier to apply particular strategies when actual situations arise. Role playing in the sessions is scripted in order to achieve an expected outcome, but participants will

still connect personally to the topic. Role playing is most meaningful when participants and observers also discuss their reactions to the role play afterward and its application to real life.

### **Practice Skills**

Because kids in grades K–6 are at different levels of maturity and cognitive development, opportunities you create for further discussion and practicing skills will vary by age and setting. A sixth-grade student preparing to enter middle school generally has greater capacity to apply his or her leadership learning to broader life situations, whereas a kindergarten or first-grade child is more apt to learn by applying the lesson to immediate situations.

Some session activities depend upon having kids take on a leadership role. You can increase leadership practice for all kids, especially as they move beyond second grade, by assigning different kids to lead the "Talk About It" discussion. Depending on the nature of the kids with whom you work, you may find that asking them prior to the session increases confidence to take this role, or you may have kids who eagerly jump at any chance to lead either an activity or a discussion.

At other times, you may want to randomly pick a name (or names) from a box or hat. Meet with the chosen student(s) ahead of time to prepare him or her to lead the activity from start to finish. Create strategies to encourage shy or hesitant kids to give it a try and promote the activity as an opportunity rather than a requirement. Some of the Extensions included with different activities provide excellent ways for kids to bump up their leadership skills practice.

Aside from leading the activity or the discussion, you can also find school- and community-wide opportunities for kids to take on leadership roles. These can include participating in student council, serving as book buddies with younger students, running Field Day events, helping or mentoring other kids in the classroom, and promoting and coordinating service projects and fundraising activities for the school. (Yes, elementary kids can and should



be expected to be more in charge of these activities instead of having only parents and PTO associations run them!) Set a high bar and kids will achieve—and exceed—your expectations.

Decide which approach works best for your kids and your setting, involving different kids throughout the sessions so everyone gets a chance to practice skills. To engage as many students as possible, you may need to divide the class into smaller groups that will simultaneously participate in an activity. If your group size is much smaller, decrease the number of students per group when working in small groups or eliminate observers during role playing.

Before you begin teaching kids more about leadership, take time to think through your own definitions, expectations, biases, and personal behaviors related to leadership, especially if you doubt the ability of young kids to grasp such an immense subject. No matter how organized and well-designed your lesson plan is, if you struggle with integrating leadership as a life-long behavior, your sessions will fall flat.

## Aligning with Standards

The leadership activities in this book are aligned with Common Core State Standards in the subjects of English Language Arts (ELA) and Mathematics; Colorado state standards in Social Studies & Civics and Health and Physical Education (standards in your state are likely similar); and the National Youth Leadership Council Service-Learning Standards for Quality Practice. Requirements to align your curriculum with standards in these areas do not mean

less time for other subjects like leadership because there are many ways to integrate leadership education into your lessons. While I have aligned the lessons with these specific standards, you can easily align them with your state's standards whether it has adopted the Common Core or not.

In fact, integrating leadership in the classroom supports and enriches core subject matter while positively impacting group dynamics. For example, writing prompts in language arts can involve leadership topics; a civics lesson in social studies can include a discussion on how decisions are made in the broader community setting. Students not only address specific academic content, they also learn how to use their individual “leadership attitudes” to interact and communicate successfully with peers.

The following tables show specific correlations between the lessons in this book and standards. Because many of the leadership lessons address a wide range of topics, you may want to explore the Common Core State Standards or your state standards more deeply to determine how the lessons align with additional standards. You can find the full standards at the following links:

- Common Core State Standards Initiative Home Page: [www.corestandards.org](http://www.corestandards.org)
- National Youth Leadership Council Standards: [www.nylc.org/standards](http://www.nylc.org/standards)
- State of California Content Standards: [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)
- State of Colorado Department of Education: [www.cde.state.co.us](http://www.cde.state.co.us)



## English Language Arts: Common Core State Standards (ELA)

These tables align lessons with the broad “Anchor Standards” for the Common Core in ELA, which cover grades K–5. To read more about these standards, and to get grade-specific standards for your grade level, visit the Common Core website at [www.corestandards.org](http://www.corestandards.org).

### Anchor Standards for Gr. K–5 Speaking and Listening (ELA—Speaking and Listening)\*

The following activities from this book can be used to reinforce ELA—Speaking and Listening standards: Defining Leadership, All About Us Bingo, Concentration, Leadership Talk Show, Martian Names, Future News Makers, Leaders in My Life, Connections, What’s in a Name?, Everyday Dilemmas, Count Off, The Accidental Witness, Leadership Improv, Puzzle, Snowflake, Group Juggling, Spaghetti Train Obstacle Course, Pipeline, Would You Rather?, Humpty Dumpty, Time Capsule Transfer, Choose a Flag, Smirk, More Like Me, Inside Out, What’s It Worth?, Choosing Sides, Change the World, It Could Be Worse

#### Comprehension and Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Anchor Standards for Gr. K–5 Writing (ELA—Writing)\*

The following activities from this book can be used to reinforce ELA—Writing standards: Defining Leadership, Leadership Acrostic, Handprints, Future News Makers, Egg Hunt, Word List Feedback, Back/Feedback, Change the World

#### Text Types and Purposes

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

<b>Production and Distribution of Writing</b>
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
<b>Research to Build and Present Knowledge</b>
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

<b>Anchor Standards for Gr. K–5 Language (ELA—Language)*</b>
The following activities from this book can be used to reinforce ELA—Language standards: Defining Leadership, Leadership Acrostic, Martian Names, Leaders in My Life, Connections, Word List Feedback, Leadership Improv, Back/Feedback, More Like Me, Change the World
<b>Conventions of Standard English</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
<b>Knowledge of Language</b>
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.
<b>Vocabulary Acquisition and Use</b>
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.
Demonstrate understanding of word relationships and nuances in word meanings.
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.

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