

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** California Content Standards  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Definition Matching

Summary: Definition matching exercise leveraging high level engagement with pronunciation reinforcement.

### California Content Standards

#### Language Arts

Grade 1 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.R.4</b>	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 or tone.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.4</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.
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.6</b>	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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 1.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.1.5.</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>L.1.5.c.</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 1.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.1.6.</b>	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).

**California Content Standards**

**Language Arts**

Grade 2 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.R.4</b>	<b>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 or tone.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.4</b>	<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.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.6</b>	<b>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.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 2.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.2.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>L.2.5.a.</b>	<b>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 2.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.2.6.</b>	<b>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).</b>

**California Content Standards**

**Language Arts**

Grade 3 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word</b>

	Literacy.C CRA.R.4	choices shape meaning or tone.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.4</b>	<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.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.6</b>	<b>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.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.R L.3.</b>	<b>Reading Standards for Literature</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RL.3.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 3.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>L.3.5.a.</b>	<b>Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</b>
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>L.3.5.b.</b>	<b>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 3.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.3.6.</b>	<b>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).</b>

**California Content Standards  
Language Arts**

Grade 4 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word</b>

	Literacy.C CRA.R.4	choices shape meaning or tone.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.4</b>	<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.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.6</b>	<b>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.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 4.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.4.6.</b>	<b>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).</b>

### California Content Standards

#### Language Arts

Grade 5 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.R.4</b>	<b>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 or tone.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.4</b>	<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.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.6</b>	<b>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.</b>

**California Content Standards**

**Language Arts**

Grade 6 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.R.4</b>	<b>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 or tone.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.4</b>	<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.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.6</b>	<b>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.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.R L.6.</b>	<b>Reading Standards for Literature</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RL.6.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 6.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.6.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>L.6.5.c.</b>	<b>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 6.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.6.6.</b>	<b>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.</b>

## Grade 7 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	CCSS.EL A-Literacy.C CRA.R.4	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 or tone.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	CCSS.EL A-Literacy.C CRA.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.
<b>EXPECTATION / SUBSTRAND</b>	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION / SUBSTRAND</b>	CCSS.EL A-Literacy.C CRA.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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.R L.7.</b>	<b>Reading Standards for Literature</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 7.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / SUBSTRAND</b>	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>FOUNDATION / PROFICIENCY LEVEL</b>	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 7.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>FOUNDATION / PROFICIENCY LEVEL</b>	L.7.5.c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 7.</b>	<b>Language Standards</b>

<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	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.

**California Content Standards**

**Language Arts**

Grade 8 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	CCSS.EL A-Literacy.C CRA.R.4	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 or tone.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	CCSS.EL A-Literacy.C CRA.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.
<b>EXPECTATION / SUBSTRAND</b>	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION / SUBSTRAND</b>	CCSS.EL A-Literacy.C CRA.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.
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.R L.8.</b>	<b>Reading Standards for Literature</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 8.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>FOUNDATION / PROFICIENCY LEVEL</b>	L.8.5.c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 8.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / SUBSTRAND	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.
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**California Content Standards**

**Language Arts**

Grade 9 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	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 or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.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.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.9-10.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.9-10.5.b.	Analyze nuances in the meaning of words with similar denotations.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 9-10.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and



SUBSTRAND		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.
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**California Content Standards**

**Language Arts**

Grade 10 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.R.4</b>	<b>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 or tone.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.4</b>	<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.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.6</b>	<b>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.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.R L.9-10.</b>	<b>Reading Standards for Literature</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RL.9-10.4.</b>	<b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (See grade 9–10 Language standards 4–6 for additional expectations.) CA</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.9-10.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>L.9-10.5.b.</b>	<b>Analyze nuances in the meaning of words with similar denotations.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 9-10.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.9-10.6.</b>	<b>Acquire and use accurately general academic and domain-specific words and</b>

SUBSTRAND		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.
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**California Content Standards**

**Language Arts**

Grade 11 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.R.4</b>	<b>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 or tone.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.4</b>	<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.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.6</b>	<b>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.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.R L.11-12.</b>	<b>Reading Standards for Literature</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RL.11-12.4.</b>	<b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI .11-12.</b>	<b>Reading Standards for Information Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RI.11-12.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L. 11-12.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION /</b>	<b>L.11-</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances</b>

<b>SUBSTRAND</b>	<b>12.5.</b>	<b>in word meanings.</b>
<b>FOUNDATION / PROFICIENCY LEVEL</b>	<b>L.11-12.5.b.</b>	<b>Analyze nuances in the meaning of words with similar denotations.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.L.11-12.</b>	<b>Language Standards</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>L.11-12.6.</b>	<b>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.</b>

### California Content Standards

#### Language Arts

Grade 12 - Adopted: 2013

<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.R.4</b>	<b>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 or tone.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CCSS.EL A-Literacy.C CRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.4</b>	<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.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.5</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>CCSS.EL A-Literacy.C CRA.L.6</b>	<b>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.</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.R L.11-12.</b>	<b>Reading Standards for Literature</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION / SUBSTRAND</b>	<b>RL.11-12.4.</b>	<b>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA</b>
<b>CONTENT STANDARD / DOMAIN / PART</b>	<b>CA.CC.RI .11-12.</b>	<b>Reading Standards for Information Text</b>
<b>PERFORMANCE STANDARD / MODE</b>		<b>Craft and Structure</b>
<b>EXPECTATION /</b>	<b>RI.11-</b>	<b>Determine the meaning of words and phrases as they are used in a text, including</b>

SUBSTRAND	12.4.	figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.11-12.5.b.	Analyze nuances in the meaning of words with similar denotations.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 11-12.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	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.