Spelling Classroom

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

Connecticut Core Standards

Language Arts

Grade **1** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
DOMAIN / CONTENT STANDARD	CT.CC.L.1.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Connecticut Core Standards

Language Arts

Grade **2** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.L.2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
DOMAIN / CONTENT STANDARD	CT.CC.L.2.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Connecticut Core Standards

Language Arts

Grade **3** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.3.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text,

EXPECTATION		distinguishing literal from nonliteral language.
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
INDICATOR	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
DOMAIN / CONTENT STANDARD	CT.CC.L. 3.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Connecticut Core Standards

Language Arts

Grade **4** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.L. 4.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Connecticut Core Standards

Language Arts

Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	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.
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.6.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut Core Standards

Language Arts

Grade **7** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.7.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.SL.7.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L.7.	Language Standards
STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN / CONTENT STANDARD	CT.CC.L.7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.7.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
DOMAIN / CONTENT STANDARD	CT.CC.L.7.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

Connecticut Core Standards

Language Arts

Grade **8** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.8.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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.
DOMAIN / CONTENT STANDARD	CT.CC.SL.8.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent

EXPECTATION		manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.8.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
DOMAIN / CONTENT STANDARD	CT.CC.L. 8.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

Connecticut Core Standards

Language Arts

Grade **9** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 9-10.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.9-10.5(b)	Analyze nuances in the meaning of words with similar denotations.
DOMAIN / CONTENT STANDARD	CT.CC.L. 9-10.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut Core Standards

Language Arts

Grade **10** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.9-10.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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).

DOMAIN / CONTENT STANDARD	CT.CC.L. 9-10.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.9-10.5(b)	Analyze nuances in the meaning of words with similar denotations.
DOMAIN / CONTENT STANDARD	CT.CC.L. 9-10.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut Core Standards

Language Arts

Grade **11** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.11-12.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.11-12.4.	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.)
DOMAIN / CONTENT STANDARD	CT.CC.RI .11-12.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.11-12.4.	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).
DOMAIN / CONTENT STANDARD	CT.CC.L. 11-12.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.
DOMAIN / CONTENT STANDARD	CT.CC.L. 11-12.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.

Connecticut Core Standards

Language Arts

Grade **12** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.11-12.	Reading Standards for Literature
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.11-12.4.	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.)
DOMAIN / CONTENT STANDARD	CT.CC.RI.11-12.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.11-12.4.	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).
DOMAIN / CONTENT STANDARD	CT.CC.L.11-12.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.
DOMAIN / CONTENT STANDARD	CT.CC.L.11-12.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	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.