

Main Criteria: Spelling Classroom
Secondary Criteria: Illinois Learning 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.

Illinois Learning Standards

Language Arts

Grade 1 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.1.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
STANDARD	CC.1.L.5. c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STATE GOAL / DISCIPLINARY CONCEPT	IL.1.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.1.L.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).

Illinois Learning Standards

Language Arts

Grade 2 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.2.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD	CC.2.L.5. a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
STATE GOAL / DISCIPLINARY CONCEPT	IL.2.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.2.L.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).

Illinois Learning Standards

Language Arts

Grade 3 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT	CCSS.EL A-	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word

DISCIPLINE	Literacy.C CRA.R.4	choices shape meaning or tone.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A- Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A- Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.3.R.L.	Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.3.R.L. 4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
STATE GOAL / DISCIPLINARY CONCEPT	IL.3.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
STANDARD	CC.3.L.5. a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STANDARD	CC.3.L.5. b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STATE GOAL / DISCIPLINARY CONCEPT	IL.3.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.3.L.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).

Illinois Learning Standards

Language Arts

Grade 4 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A- Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A- Literacy.C	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.

	CRA.R.4	
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.4.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.4.L.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).

Illinois Learning Standards

Language Arts

Grade 5 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.

Language Arts

Grade 6 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6.R.L.	Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.6.R.L .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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.6.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.6.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	CC.6.L.5. c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
STATE GOAL / DISCIPLINARY CONCEPT	IL.6.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.6.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.

Illinois Learning Standards

Language Arts

Grade 7 - Adopted: 2010

STATE GOAL /	CCSS.EL	College and Career Readiness Anchor Standards for Reading
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DISCIPLINARY CONCEPT	A-Literacy.C CRA.R.	
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.7.R.L.	Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.7.R.L. 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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.7.SL.	Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CC.7.SL. 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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.7.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Knowledge of Language
DESCRIPTOR / CONTENT DISCIPLINE	CC.7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
STANDARD	CC.7.L.3. a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STATE GOAL / DISCIPLINARY CONCEPT	IL.7.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT	CC.7.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

DISCIPLINE		
STANDARD	CC.7.L.5.c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
STATE GOAL / DISCIPLINARY CONCEPT	IL.7.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.7.L.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.

**Illinois Learning Standards
Language Arts**

Grade 8 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.8.R.L.	Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.8.R.L.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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.8.SL.	Speaking and Listening Standards
LEARNING STANDARD / DISCIPLINE		Presentation of Knowledge and Ideas
DESCRIPTOR / CONTENT DISCIPLINE	CC.8.SL.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
STATE GOAL /	IL.8.L.	Language Standards

DISCIPLINARY CONCEPT		
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	CC.8.L.5.c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
STATE GOAL / DISCIPLINARY CONCEPT	IL.8.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.8.L.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.

Illinois Learning Standards

Language Arts

Grade 9 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.9-10.R.L.	Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.9-10.R.L.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).
STATE GOAL / DISCIPLINARY CONCEPT	IL.9-10.L.	Language Standards

LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.9-10.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	CC.9-10.L.5.b.	Analyze nuances in the meaning of words with similar denotations.
STATE GOAL / DISCIPLINARY CONCEPT	IL.9-10.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.9-10.L.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.

Illinois Learning Standards

Language Arts

Grade 10 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.9-10.R.L.	Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.9-10.R.L.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).
STATE GOAL / DISCIPLINARY CONCEPT	IL.9-10.L.	Language Standards
LEARNING		Vocabulary Acquisition and Use

STANDARD / DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CC.9-10.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	CC.9-10.L.5.b.	Analyze nuances in the meaning of words with similar denotations.
STATE GOAL / DISCIPLINARY CONCEPT	IL.9-10.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.9-10.L.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.

Illinois Learning Standards

Language Arts

Grade 11 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.11-12.R.L.	Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.11-12.R.L.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.)
STATE GOAL / DISCIPLINARY CONCEPT	IL.11-12.R.I.	Reading Standards for Informational Text
LEARNING		Craft and Structure

STANDARD / DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CC.11-12.R.1.4.	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).
STATE GOAL / DISCIPLINARY CONCEPT	IL.11-12.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.11-12.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	CC.11-12.L.5.b.	Analyze nuances in the meaning of words with similar denotations.
STATE GOAL / DISCIPLINARY CONCEPT	IL.11-12.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.11-12.L.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.

Illinois Learning Standards

Language Arts

Grade 12 - Adopted: 2010

STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.R.	College and Career Readiness Anchor Standards for Reading
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	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.
DESCRIPTOR / CONTENT DISCIPLINE	CCSS.EL A-Literacy.C CRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / CONTENT DISCIPLINE	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.
STATE GOAL / DISCIPLINARY CONCEPT	IL.11-12.R.L.	Reading Standards for Literature
LEARNING STANDARD / DISCIPLINE		Craft and Structure

DISCIPLINE		
DESCRIPTOR / CONTENT DISCIPLINE	CC.11-12.R.L.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.)
STATE GOAL / DISCIPLINARY CONCEPT	IL.11-12.R.I.	Reading Standards for Informational Text
LEARNING STANDARD / DISCIPLINE		Craft and Structure
DESCRIPTOR / CONTENT DISCIPLINE	CC.11-12.R.I.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).
STATE GOAL / DISCIPLINARY CONCEPT	IL.11-12.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.11-12.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD	CC.11-12.L.5.b.	Analyze nuances in the meaning of words with similar denotations.
STATE GOAL / DISCIPLINARY CONCEPT	IL.11-12.L.	Language Standards
LEARNING STANDARD / DISCIPLINE		Vocabulary Acquisition and Use
DESCRIPTOR / CONTENT DISCIPLINE	CC.11-12.L.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.