

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Iowa Core  
**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.

Iowa Core

Language Arts

Grade 1 - Adopted: 2016

STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.1.6) (DOK 1,2)

Iowa Core

Language Arts

Grade 2 - Adopted: 2016

STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (L.2.5) (DOK 2)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.2.6) (DOK 2)

Iowa Core

Language Arts

Grade 3 - Adopted: 2016

STRAND / COURSE	IA.RL.3.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED	RL.3.4.	Determine the meaning of words and phrases as they are used in a text,

DESCRIPTOR		distinguishing literal from nonliteral language. (RL.3.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5) (DOK 1,2,3)
GRADE LEVEL EXPECTATION	L.3.5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (L.3.5) (DOK 1,2,3)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.3.6) (DOK 1,2)

**Iowa Core**  
**Language Arts**  
Grade 4 - Adopted: 2016

STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.4.6) (DOK 1,2)

**Iowa Core**  
**Language Arts**  
Grade 6 - Adopted: 2016

STRAND / COURSE	IA.RL.6.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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. (RL.6.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.6.5.c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). (L.6.5) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.6.6) (DOK 1,2)

**Iowa Core  
Language Arts**

Grade 7 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	<b>RL.7.4.</b>	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. (RL.7.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.7.4.</b>	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. (SL.7.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.3.</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.3.a.</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.5.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>GRADE LEVEL EXPECTATION</b>	<b>L.7.5.c.</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). (L.7.5) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.L.7.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.7.6.</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. (L.7.6) (DOK 1,2)

**Iowa Core  
Language Arts**

Grade 8 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RL.8.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	<b>RL.8.4.</b>	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. (RL.8.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.SL.8.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL</b>		<b>Presentation of Knowledge and Ideas</b>

<b>CONCEPT AND/OR SKILL</b>		
<b>DETAILED DESCRIPTOR</b>	<b>SL.8.4.</b>	<b>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. (SL.8.4) (DOK 1,2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.L.8.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.8.5.c.</b>	<b>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). (L.8.5) (DOK 1,2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.L.8.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.8.6.</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) (L.8.6) (DOK 1,2)</b>

**Iowa Core**  
**Language Arts**  
Grade 9 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</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). (RL.9-10.4) (DOK 1,2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.L.9-10.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.9-10.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.9-10.5.b.</b>	<b>Analyze nuances in the meaning of words with similar denotations. (L.9-10.5) (DOK 2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.L.9-10.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.9-10.6.</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. (L.9-10.6) (DOK 1,2)</b>

**Iowa Core**  
**Language Arts**  
Grade 10 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RL.9-10.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>

DETAILED DESCRIPTOR	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). (RL.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.9-10.5.b.	Analyze nuances in the meaning of words with similar denotations. (L.9-10.5) (DOK 2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.9-10.6) (DOK 1,2)

**Iowa Core  
Language Arts**

Grade 11 - Adopted: 2016

STRAND / COURSE	IA.RL.11-12.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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. (RL.11-12.4) (DOK 1,2,3)
STRAND / COURSE	IA.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.11-12.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.11-12.5.b.	Analyze nuances in the meaning of words with similar denotations. (L.11-12.5) (DOK 2,3)
STRAND / COURSE	IA.L.11-12.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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. (L.11-12.6) (DOK 1,2)

## Language Arts

Grade 12 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RL.11-12.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</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. (RL.11-12.4) (DOK 1,2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</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. (RI.11-12.4) (DOK 1,2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.L.11-12.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.11-12.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.11-12.5.b.</b>	<b>Analyze nuances in the meaning of words with similar denotations. (L.11-12.5) (DOK 2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.L.11-12.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</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. (L.11-12.6) (DOK 1,2)</b>