Spelling Classroom

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

Maryland College and Career-Ready Standards

Language Arts

Grade **1** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	1.RL4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
EXPECTATION	1.RL4.3.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (CCSS L.1.5c)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	1.RI3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
EXPECTATION	1.RI3.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS 1 L6).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	1.RI4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
EXPECTATION	1.RI4.5.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.1.6).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
OBJECTIVE	1.RI7.	Use the illustrations and details in a text to describe its key ideas.
EXPECTATION	1.RI7.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.1.6).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR /	L4.CCR.	Anchor Standard: Determine or clarify the meaning of unknown and multiple-meaning

PROFICIENCY LEVEL		words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
OBJECTIVE	1.L4-a.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies – Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION	1.L4-a.3.	Discuss words and word meanings daily as they are encountered in texts, instruction, and conversation.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-a.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
EXPECTATION	1.L5-a.1.	Identify commonalities and underlining concepts among groups of words.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-b.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
EXPECTATION	1.L5-b.1.	Discuss key attributes of words to identify a category.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	1.L6.	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).
EXPECTATION	1.L6.1.	Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.

Maryland College and Career-Ready Standards

Language Arts

Grade **2** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI3.CCR.	Anchor Standard: Analyze how and why individuals, events, and ideas develop and interact over the course of text.
OBJECTIVE	2.RI3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
EXPECTATION	2.RI3.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.2.6).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Integration of Knowledge and Ideas
INDICATOR /	RI7.CCR.	Anchor Standard: Integrate and evaluate content presented in diverse media and

PROFICIENCY LEVEL		formats, including visually and quantitatively, as well as in words.
OBJECTIVE	2.RI7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
EXPECTATION	2.RI7.4.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts (See CCSS L.2.6).
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	2.RF3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION	2.RF3.a.2.	Identify and apply vowel pattern pronunciation rules to read words.
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	2.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	2.RF3.b.	Know sound-spelling correspondences for additional common vowel teams.
EXPECTATION	2.RF3.b.2.	Identify and apply vowel team pronunciation rules.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: 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.
OBJECTIVE	2.L6.	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).
EXPECTATION	2.L6.1.	Develop rich oral language and strengthen writing through modeling and exposure to a variety of texts.

Maryland College and Career-Ready Standards

Language Arts

Grade **3** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	3.RL4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
EXPECTATION	3.RL4.4.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) (See CCSS L.3.5a).
EXPECTATION	3.RL4.5.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (CCSS L.3.5b)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

LEVEL		specific word choices shape meaning or tone.
OBJECTIVE	3.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
EXPECTATION	3.RI4.5.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps) (See CCSS 3 L5.a).
STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Phonics and Word Recognition
INDICATOR / PROFICIENCY LEVEL	3.RF3.	Know and apply grade-level phonics and word analysis skills in decoding words.
OBJECTIVE	3.RF3.c.	Decode multisyllable words.
EXPECTATION	3.RF3.c.3.	Confirm decoding efforts through word meanings and word order.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	3.L5-a.	Demonstrate understanding of word relationships and nuances in word meanings – Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
EXPECTATION	3.L5-a.1.	Differentiate between the concepts of literal and nonliteral.
EXPECTATION	3.L5-a.2.	Recognize that word combinations have different meanings in different contexts.
EXPECTATION	3.L5-a.3.	Apply knowledge of literal and nonliteral meaning to understand text.

Maryland College and Career-Ready Standards

Language Arts

Grade **4** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	4.RL4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
EXPECTATION	4.RL4.5.	Differentiate between denotation and connotation.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	4.RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
EXPECTATION	4.RI4.6.	Differentiate between denotation and connotation.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L3-a.1.	Distinguish between literal and nonliteral meanings of words and phrases.

Maryland College and Career-Ready Standards

Language Arts

Grade **5** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	5.RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
EXPECTATION	5.RL4.5.	Explain the difference between the denotation and the connotation of a specific word.
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	5.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION	5.RI4.6.	Explain the difference between the denotation and the connotation of a specific word.

Maryland College and Career-Ready Standards

Language Arts

Grade **6** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	6.RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	6.RL1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.6.5c).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	6.RL4.	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.
EXPECTATION	6.RL4.7.	Demonstrate an understanding of figurative language and connotation (See CCSS L.6.5a, L.6.5c).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	6.RI1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	6.RI1.6.	Use relationships between words for understanding (See CCSS L.6.5b).

EXPECTATION	6.RI1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.6.5c).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	6.RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
EXPECTATION	6.RI4.5.	Determine the suggested meaning of connotations of words that address the same technical meaning (See CCSS L.6.5c).
EXPECTATION	6.RI4.6.	Verify an inferred meaning of a word or phrase in reference materials (See CCSS L.6.4c).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	6.W2-c.	Write informative/explanatory texts to examine a topic and covey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	6.W2-c.1.	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (CCSS L.6.5b)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: 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.
OBJECTIVE	6.L4-d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies – Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
EXPECTATION	6.L4-d.1.	Apply an understanding of the skills in L4 a-c to verify word meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	6.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
EXPECTATION	6.L5-b.1.	Apply an understanding of connections between words including cause/effect, part/whole, and item/category to a critical reading of a text.
EXPECTATION	6.L5-b.2.	Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	6.L5-c.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
EXPECTATION	6.L5-c.1.	Apply an understanding of connotation to judge word choice.

EXPECTATION	6.L5-c.2.	Use precise words to convey experiences and events (See CCSS W.6.3d).
EXPECTATION	6.L5-c.3.	Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.

Maryland College and Career-Ready Standards

Language Arts

Grade **7** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	7.RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	7.RL1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.7.5c).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	7.RL4.	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.
EXPECTATION	7.RL4.7.	Demonstrate an understanding of figurative language and connotation (See CCSS L.7.5a, L.7.5c).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	7.RI1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	7.RI1.6.	Use relationships between words for understanding (See CCSS L.7.5b).
EXPECTATION	7.RI1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.7.5c).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	7.RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
EXPECTATION	7.RI4.5.	Determine the suggested meaning of connotations of words that address the same technical meaning (See CCSS L.7.5c).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	7.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose language that expresses ideas precisely and concisely,

EXPECTATION	7.L3-a.2.	recognizing and eliminating wordiness and redundancy.
EXPECTATION	7.L3-a.2.	Apply an understanding of denotation and connotation and their effect upon meaning in speech or writing.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L4.CCR.	Anchor Standard: 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.
OBJECTIVE	7.L4-d.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies – Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
EXPECTATION	7.L4-d.1.	Apply an understanding of the skills in L4 a-c to verify word meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	7.L5-c.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
EXPECTATION	7.L5-c.1.	Apply an understanding of connotation to judge word choice.
EXPECTATION	7.L5-c.2.	Use precise words to capture the action and convey experiences and events (See CCSS W.7.3d).
EXPECTATION	7.L5-c.3.	Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.

Maryland College and Career-Ready Standards

Language Arts

Grade **8** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	8.RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	8.RL1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.8.5c).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	8.RL4.	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.
EXPECTATION	8.RL4.6.	Examine the effects of diction, tone, figurative language, sound elements and connotation as a way to construct meaning (See CCSS L.8.5a, L.8.5c).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to

LEVEL		support conclusions drawn from the text.
OBJECTIVE	8.RI1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	8.RI1.6.	Use relationships between words for understanding (See CCSS L.8.5b).
EXPECTATION	8.RI1.7.	Distinguish between connotations and denotations of words for understanding (See CCSS L.8.5c).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	8.RI4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
EXPECTATION	8.RI4.5.	Determine the suggested meaning of connotations of words that address the same technical meaning (See CCSS L.8.5c).
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	8.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words to better understand each of the words.
EXPECTATION	8.L5-b.1.	Apply an understanding of connections between words to a critical reading of a text.
EXPECTATION	8.L5-b.2.	Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	8.L5-c.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
EXPECTATION	8.L5-c.1.	Apply an understanding of connotation to judge word choice.
EXPECTATION	8.L5-c.2.	Use precise words to capture the action and convey experiences and events (See CCSS W.8.3d).
EXPECTATION	8.L5-c.3.	Analyze professional, peer, and their own writing to determine how word choice contributes to meaning.

Maryland College and Career-Ready Standards

Language Arts

Grade **9** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	9-10.RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	9-10.RL1.3.	Analyze relevant denotative, connotative, and figurative language (See CCSS L.9-10.5).
STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	9-10.RL4.	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).
EXPECTATION	9-10.RL4.1.	Analyze the meaning, use, and effect of connotations, colloquialisms, idioms, and figurative language (See CCSS L.9-10.5).
STRAND / TOPIC / STANDARD	MD.RI.	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	9-10.RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	9-10.RI1.3.	Analyze relevant denotative, connotative, and figurative language (See CCSS L.9-10.5).
STRAND / TOPIC / STANDARD	MD.RI.	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	9-10.RI4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
EXPECTATION	9-10.RI4.1.	Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary.
STRAND / TOPIC / STANDARD	MD.L.	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	9-10.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Analyze nuances in the meanings of words with similar denotations.
EXPECTATION	9-10.L5-b.1.	Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning.
EXPECTATION	9-10.L5-b.2.	Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.

Maryland College and Career-Ready Standards

Language Arts

Grade **10** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	9-10.RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	9-10.RL1.3.	Analyze relevant denotative, connotative, and figurative language (See CCSS L.9-10.5).

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	9-10.RL4.	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).
EXPECTATION	9-10.RL4.1.	Analyze the meaning, use, and effect of connotations, colloquialisms, idioms, and figurative language (See CCSS L.9-10.5).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	9-10.RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	9-10.RI1.3.	Analyze relevant denotative, connotative, and figurative language (See CCSS L.9-10.5).
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	9-10.RI4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
EXPECTATION	9-10.RI4.1.	Analyze the meaning, use, and effect of word connotations, multiple meanings, and technical vocabulary.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	9-10.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Analyze nuances in the meanings of words with similar denotations.
EXPECTATION	9-10.L5-b.1.	Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning.
EXPECTATION	9-10.L5-b.2.	Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.

Maryland College and Career-Ready Standards

Language Arts

Grade **11** - Adopted: **2014**

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	11-12.RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

EXPECTATION	11-12.RL1.3.	Analyze relevant denotative, connotative, and figurative language (See CCSS L.11-12.5).
STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	11-12.RL4.	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.)
EXPECTATION	11-12.RL4.1.	Analyze the meaning, use, and effect of connotations, multiple meanings, colloquialisms, idioms, and figurative language (See CCSS L.11-12.5).
STRAND / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	11-12.RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION	11-12.RI1.3.	Analyze relevant denotative, connotative, and figurative language (See CCSS L.11-12.5).
STRAND / TOPIC / STANDARD	**MD.RI.**	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	11-12.RI4.	Determine the meaning of words and phrases as they are used in the 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).
EXPECTATION	11-12.RI4.1.	Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words.
STRAND / TOPIC / STANDARD	**MD.L.**	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	11-12.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Analyze nuances in the meanings of words with similar denotations.
EXPECTATION	11-12.L5-b.1.	Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning.
EXPECTATION	11-12.L5-b.2.	Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.

Maryland College and Career-Ready Standards

Language Arts

Grade **12** - Adopted: **2014**

STRAND / TOPIC / STANDARD	**MD.RL.**	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to

LEVEL		support conclusions drawn from the text.
OBJECTIVE	11-12.RL1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION	11-12.RL1.3.	Analyze relevant denotative, connotative, and figurative language (See CCSS L.11-12.5).
STRAND / TOPIC / STANDARD	MD.RL.	**Standards for Reading Literature (RL)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	11-12.RL4.	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.)
EXPECTATION	11-12.RL4.1.	Analyze the meaning, use, and effect of connotations, multiple meanings, colloquialisms, idioms, and figurative language (See CCSS L.11-12.5).
STRAND / TOPIC / STANDARD	MD.RI.	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Key Ideas and Details**
INDICATOR / PROFICIENCY LEVEL	RI1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	11-12.RI1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EXPECTATION	11-12.RI1.3.	Analyze relevant denotative, connotative, and figurative language (See CCSS L.11-12.5).
STRAND / TOPIC / STANDARD	MD.RI.	**Standards for Reading Informational Text (RI)**
TOPIC / INDICATOR		**Craft and Structure**
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	11-12.RI4.	Determine the meaning of words and phrases as they are used in the 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).
EXPECTATION	11-12.RI4.1.	Analyze the meaning, use, and effect of word connotations, multiple meanings, technical vocabulary, and above grade-level words.
STRAND / TOPIC / STANDARD	MD.L.	**Standards for Language (L)**
TOPIC / INDICATOR		**Vocabulary Acquisition and Use**
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	11-12.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Analyze nuances in the meanings of words with similar denotations.
EXPECTATION	11-12.L5-b.1.	Analyze professional, peer, and personal oral and written language for connotations, word relationships, nuances, and differences in denotative shades of meaning.
EXPECTATION	11-12.L5-b.2.	Manipulate written and spoken language by using words with connotations and nuances of meaning appropriately and effectively.