

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Massachusetts Curriculum Frameworks  
**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.

#### Massachusetts Curriculum Frameworks

##### Language Arts

Grade 1 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.5.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>FOCUS / COURSE</b>	<b>MA.L.1.</b>	<b>Grade 1 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.1.5.</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<b>INDICATOR</b>	<b>L.1.5.d.</b>	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
<b>FOCUS / COURSE</b>	<b>MA.L.1.</b>	<b>Grade 1 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.1.6.</b>	Use words and phrases acquired through conversations, activities in the grade 1 curriculum, reading and being read to, and responding to texts, including using frequently occurring conjunctions (e.g., because) to signal simple relationships. (See grade 1 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 1 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

#### Massachusetts Curriculum Frameworks

##### Language Arts

Grade 2 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.5.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>FOCUS /</b>	<b>MA.L.2.</b>	<b>Grade 2 Language Standards [L]</b>

<b>COURSE</b>		
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>INDICATOR</b>	L.2.5.b.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
<b>FOCUS / COURSE</b>	MA.L.2.	<b>Grade 2 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.2.6.	Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (See grade 2 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 2 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 3 - Adopted: 2017

<b>FOCUS / COURSE</b>	MA.CCRA.R.	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>FOCUS / COURSE</b>	MA.L.3.	<b>Grade 3 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>INDICATOR</b>	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>INDICATOR</b>	L.3.5.c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
<b>FOCUS / COURSE</b>	MA.L.3.	<b>Grade 3 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	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. (See grade 3 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 3 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

## Massachusetts Curriculum Frameworks

### Language Arts

Grade 4 - Adopted: 2017

<b>FOCUS / COURSE</b>	MA.CCRA.R.	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>FOCUS / COURSE</b>	MA.L.4.	<b>Grade 4 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	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). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)

### Massachusetts Curriculum Frameworks

#### Language Arts

Grade 5 - Adopted: 2017

<b>FOCUS / COURSE</b>	MA.CCRA.R.	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Massachusetts Curriculum Frameworks

#### Language Arts

Grade 6 - Adopted: 2017

<b>FOCUS / COURSE</b>	MA.CCRA.R.	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>FOCUS / COURSE</b>	MA.RL.6.	<b>Grade 6 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
<b>FOCUS / COURSE</b>	MA.RI.6.	<b>Grade 6 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

<b>FOCUS / COURSE</b>	<b>MA.L.6.</b>	<b>Grade 6 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.6.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>L.6.5.b.</b>	<b>Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</b>
<b>INDICATOR</b>	<b>L.6.5.c.</b>	<b>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).</b>

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade 7 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>FOCUS / COURSE</b>	<b>MA.RL.7.</b>	<b>Grade 7 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.7.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</b>
<b>FOCUS / COURSE</b>	<b>MA.RI.7.</b>	<b>Grade 7 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.7.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</b>
<b>FOCUS / COURSE</b>	<b>MA.L.7.</b>	<b>Grade 7 Language Standards [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.7.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>L.7.5.c.</b>	<b>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</b>

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade 8 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>

STANDARD / CONCEPT / SKILL	CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
FOCUS / COURSE	MA.RL.8.	Grade 8 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of allusion and irony. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	MA.L.8.	Grade 8 Language Standards [L]
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.8.5.c.	Distinguish among the connotations (associations) of words with similar denotations. (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

### Massachusetts Curriculum Frameworks

#### Language Arts

Grade 9 - Adopted: 2017

FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
STANDARD / CONCEPT / SKILL	CCRA.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.
FOCUS / COURSE	MA.RL.9-10.	Grades 9–10 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.9-10.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
FOCUS / COURSE	MA.RI.9-10.	Grades 9–10 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9-10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)

### Massachusetts Curriculum Frameworks

#### Language Arts

Grade 10 - Adopted: 2017

FOCUS / COURSE	MA.CCRA.R.	College and Career Readiness Anchor Standards for Reading
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	CCRA.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.
FOCUS / COURSE	MA.CCRA.L.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	CCRA.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<b>SKILL</b>		
<b>FOCUS / COURSE</b>	<b>MA.RL.9-10.</b>	<b>Grades 9–10 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.9-10.4.</b>	<b>Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of words with multiple meanings, as well as symbols or metaphors that extend throughout a text and shape its meaning. (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</b>
<b>FOCUS / COURSE</b>	<b>MA.RI.9-10.</b>	<b>Grades 9–10 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.9-10.4.</b>	<b>Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author’s word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</b>

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade 11 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.R.4.</b>	<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>
<b>FOCUS / COURSE</b>	<b>MA.CCRA.L.</b>	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>CCRA.L.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>FOCUS / COURSE</b>	<b>MA.RL.11-12.</b>	<b>Grades 11–12 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RL.11-12.4.</b>	<b>Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</b>
<b>FOCUS / COURSE</b>	<b>MA.RI.11-12.</b>	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>RI.11-12.4.</b>	<b>Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</b>
<b>FOCUS / COURSE</b>	<b>MA.L.11-12.</b>	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	<b>L.11-12.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>INDICATOR</b>	<b>L.11-12.5.b.</b>	<b>Analyze nuances in the meaning of words with similar denotations.</b>

**Massachusetts Curriculum Frameworks**

**Language Arts**

Grade 12 - Adopted: 2017

<b>FOCUS / COURSE</b>	<b>MA.CCRA.R.</b>	<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>FOCUS / COURSE</b>	MA.CCRA.L.	<b>College and Career Readiness Anchor Standards for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	CCRA.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>FOCUS / COURSE</b>	MA.RL.11-12.	<b>Grades 11–12 Reading Standards for Literature [RL]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	RL.11-12.4.	Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns (e.g., how the language evokes a sense of time and place, how shifts in rhetorical patterns signal new perspectives). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
<b>FOCUS / COURSE</b>	MA.RI.11-12.	<b>Grades 11–12 Reading Standards for Informational Text [RI]</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPT / SKILL</b>	RI.11-12.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
<b>FOCUS / COURSE</b>	MA.L.11-12.	<b>Grades 11–12 Language [L]</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPT / SKILL</b>	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>INDICATOR</b>	L.11-12.5.b.	Analyze nuances in the meaning of words with similar denotations.