

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** New Jersey Student 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.

#### New Jersey Student Learning Standards

##### Language Arts

Grade 1 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.1.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.1.5.</b>	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.1.5.C.</b>	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.1.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.1.6.</b>	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).

#### New Jersey Student Learning Standards

##### Language Arts

Grade 2 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.2.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.2.5.</b>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.2.5.A.</b>	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.2.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.2.6.</b>	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).

#### New Jersey Student Learning Standards

##### Language Arts

Grade 3 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.RL.3.</b>	<b>Progress Indicators for Reading Literature</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>CONTENT STATEMENT</b>	<b>RL.3.4.</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.3.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.3.5.</b>	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	L.3.5.A.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CUMULATIVE PROGRESS INDICATOR	L.3.5.B.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
CONTENT AREA / STANDARD	NJ.L.3.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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).

**New Jersey Student Learning Standards**

**Language Arts**

Grade 4 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.L.4.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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).

**New Jersey Student Learning Standards**

**Language Arts**

Grade 6 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RL.6.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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.
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.6.5.C.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
CONTENT AREA / STANDARD	NJ.L.6.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

**New Jersey Student Learning Standards**

**Language Arts**

Grade 7 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RL.7.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CONTENT AREA / STANDARD	NJ.SL.7.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent

STATEMENT		manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.7.5.C.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
CONTENT AREA / STANDARD	NJ.L.7.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Jersey Student Learning Standards  
Language Arts**

Grade 8 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RL.8.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT AREA / STANDARD	NJ.SL.8.	Progress Indicators for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.8.4.	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.
CONTENT AREA / STANDARD	NJ.L.8.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.8.5.C.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
CONTENT AREA / STANDARD	NJ.L.8.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New Jersey Student Learning Standards  
Language Arts**

Grade 9 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RL.9-10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT	RL.9-	Determine the meaning of words and phrases as they are used in the text, including

STATEMENT	10.4.	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).
CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.9-10.5.B.	Analyze nuances in the meaning of words with similar denotations.
CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

### New Jersey Student Learning Standards

#### Language Arts

Grade 10 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RL.9-10.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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).
CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	L.9-10.5.B.	Analyze nuances in the meaning of words with similar denotations.
CONTENT AREA / STANDARD	NJ.L.9-10.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

### New Jersey Student Learning Standards

#### Language Arts

Grade 11 - Adopted: 2016

CONTENT AREA / STANDARD	NJ.RL.11-12.	Progress Indicators for Reading Literature
STRAND		Craft and Structure
CONTENT STATEMENT	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. (e.g., Shakespeare as well as other authors.)
CONTENT AREA / STANDARD	NJ.RI.11-12.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and

		refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.11-12.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.11-12.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.11-12.5.B.</b>	<b>Analyze nuances in the meaning of words with similar denotations.</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.11-12.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</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.</b>

## New Jersey Student Learning Standards

### Language Arts

Grade 12 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJ.RL.11-12.</b>	<b>Progress Indicators for Reading Literature</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>CONTENT STATEMENT</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. (e.g., Shakespeare as well as other authors.)</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.11-12.</b>	<b>Progress Indicators for Reading Informational Text</b>
<b>STRAND</b>		<b>Craft and Structure</b>
<b>CONTENT STATEMENT</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 (e.g., how Madison defines faction in Federalist No. 10).</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.11-12.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.11-12.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>L.11-12.5.B.</b>	<b>Analyze nuances in the meaning of words with similar denotations.</b>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.11-12.</b>	<b>Progress Indicators for Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</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.</b>