

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** New York State Learning Standards and Core Curriculum  
**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 York State Learning Standards and Core Curriculum

##### Language Arts

Grade 1 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	1L5d.	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.
STRAND / DOMAIN / UNIFYING THEME	NY.1L.	1st Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	1L6.	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 York State Learning Standards and Core Curriculum

##### Language Arts

Grade 2 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	2L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	2L5a.	Identify real-life connections between words and their use.
EXPECTATION / CONTENT SPECIFICATION	2L5c.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
STRAND / DOMAIN / UNIFYING THEME	NY.2L.	2nd Grade Language Standards
CATEGORY /		Vocabulary Acquisition and Use

<b>CLUSTER / KEY IDEA</b>		
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2L6.	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 York State Learning Standards and Core Curriculum**

**Language Arts**

Grade 3 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.3L.	3rd Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	3L5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3L5a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	3L5c.	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.3L.	3rd Grade Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	3L6.	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert).

**New York State Learning Standards and Core Curriculum**

**Language Arts**

Grade 6 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.LS.6-12.	6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects
<b>CATEGORY / CLUSTER / KEY IDEA</b>	LS.6-12.	Literacy 6-12 Anchor Standards for Reading
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		Craft and Structure
<b>EXPECTATION / CONTENT SPECIFICATION</b>	LS.6-12.4.	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>STRAND / DOMAIN / UNIFYING THEME</b>	NY.6R.	6th Grade Reading Standards (Literary and Informational Text)
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Craft and Structure
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	6R4.	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, and mood, including words with multiple meanings. (RI&RL)

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.6L.</b>	<b>6th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>6L5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>6L5c.</b>	<b>Distinguish among the connotations of words with similar denotations (e.g., stingy, scrimping, economical, unwasteful, thrifty).</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.6L.</b>	<b>6th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>6L6.</b>	<b>Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**New York State Learning Standards and Core Curriculum**  
**Language Arts**  
Grade 7 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.LS.6-12.</b>	<b>6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>LS.6-12.</b>	<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>LS.6-12.4.</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>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.7R.</b>	<b>7th Grade Reading Standards (Literary and Informational Text)</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>7R4.</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, and mood, including words with multiple meanings. (RI&amp;RL)</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.7L.</b>	<b>7th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Knowledge of Language</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>7L3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>7L3a.</b>	<b>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</b>

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.7L.</b>	<b>7th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>7L5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>7L5c.</b>	<b>Distinguish among the connotations of words with similar denotations (e.g., refined, respectful, polite, diplomatic, condescending).</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.7L.</b>	<b>7th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>7L6.</b>	<b>Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## New York State Learning Standards and Core Curriculum

### Language Arts

Grade 8 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.LS.6-12.</b>	<b>6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>LS.6-12.</b>	<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>LS.6-12.4.</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>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.8R.</b>	<b>8th Grade Reading Standards (Literary and Informational Text)</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>8R4.</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, and mood, including words with multiple meanings. (RI&amp;RL)</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.8L.</b>	<b>8th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>8L5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>8L5c.</b>	<b>Distinguish among the connotations of words with similar denotations (e.g., bullheaded, willful, firm, persistent, resolute).</b>

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.8L.</b>	<b>8th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>8L6.</b>	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New York State Learning Standards and Core Curriculum**

**Language Arts**

**Grade 9 - Adopted: 2017**

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.LS.6-12.</b>	<b>6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>LS.6-12.</b>	<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>LS.6-12.4.</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>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.9-10R.</b>	<b>9th-10th Grade Reading Standards (Literary and Informational Text)</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>9-10R4.</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, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.9-10L.</b>	<b>9th-10th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>9-10L5.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>9-10L5b.</b>	Analyze nuances in the meaning of words with similar denotations.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.9-10L.</b>	<b>9th-10th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>9-10L6.</b>	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**New York State Learning Standards and Core Curriculum**

**Language Arts**

Grade 10 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.LS.6-12.</b>	<b>6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>LS.6-12.</b>	<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>LS.6-12.4.</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>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.9-10R.</b>	<b>9th-10th Grade Reading Standards (Literary and Informational Text)</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>9-10R4.</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, and mood. Examine technical or key terms and how language differs across genres. (RI&amp;RL)</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.9-10L.</b>	<b>9th-10th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>9-10L5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>9-10L5b.</b>	<b>Analyze nuances in the meaning of words with similar denotations.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.9-10L.</b>	<b>9th-10th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>9-10L6.</b>	<b>Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**New York State Learning Standards and Core Curriculum**

**Language Arts**

Grade 11 - Adopted: 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.LS.6-12.</b>	<b>6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>LS.6-12.</b>	<b>Literacy 6-12 Anchor Standards for Reading</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>		<b>Craft and Structure</b>
<b>EXPECTATION /</b>	<b>LS.6-</b>	<b>Interpret words and phrases as they are used in a text, including determining</b>

CONTENT SPECIFICATION	12.4.	technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STRAND / DOMAIN / UNIFYING THEME	NY.11-12R.	11th-12th Grade Reading Standards (Literary and Informational Text)
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	11-12R4.	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, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
STRAND / DOMAIN / UNIFYING THEME	NY.11-12L.	11th-12th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	11-12L5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION / CONTENT SPECIFICATION	11-12L5b.	Analyze nuances in the meaning of words with similar denotations.
STRAND / DOMAIN / UNIFYING THEME	NY.11-12L.	11th-12th Grade Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	11-12L6.	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / DOMAIN / UNIFYING THEME	NY.RH.11-12.	Reading Standards for Literacy in History/Social Studies 11-12
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	RH.11-12.4.	Interpret words and phrases as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

## New York State Learning Standards and Core Curriculum

### Language Arts

Grade 12 - Adopted: 2017

STRAND / DOMAIN / UNIFYING THEME	NY.LS.6-12.	6-12 Literacy Standards in History/Social Studies, Science, and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA	LS.6-12.	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
EXPECTATION / CONTENT SPECIFICATION	LS.6-12.4.	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>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.11-12R.</b>	<b>11th-12th Grade Reading Standards (Literary and Informational Text)</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>11-12R4.</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, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&amp;RL)</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.11-12L.</b>	<b>11th-12th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>11-12L5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>11-12L5b.</b>	<b>Analyze nuances in the meaning of words with similar denotations.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.11-12L.</b>	<b>11th-12th Grade Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>11-12L6.</b>	<b>Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.RH.11-12.</b>	<b>Reading Standards for Literacy in History/Social Studies 11-12</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>RH.11-12.4.</b>	<b>Interpret words and phrases as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>