

Main Criteria: Spelling Classroom
Secondary Criteria: Vermont Framework of Standards and Learning
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.

Vermont Framework of Standards and Learning

Language Arts

Grade 1 - Adopted: 2010

STANDARD / STRAND	VT.L.1.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STANDARD / STRAND	VT.L.1.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Vermont Framework of Standards and Learning

Language Arts

Grade 2 - Adopted: 2010

STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
STANDARD / STRAND	VT.L.2.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Language Arts

Grade 3 - Adopted: 2010

STANDARD / STRAND	VT.RL.3.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
GRADE LEVEL EXPECTATION	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STANDARD / STRAND	VT.L.3.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).

Vermont Framework of Standards and Learning

Language Arts

Grade 4 - Adopted: 2010

STANDARD / STRAND	VT.L.4.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).

Vermont Framework of Standards and Learning

Language Arts

Grade 5 - Adopted: 2010

STANDARD / STRAND	VT.L.5.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Vermont Framework of Standards and Learning

Language Arts

Grade 6 - Adopted: 2010

STANDARD / STRAND	VT.RL.6.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.6.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
STANDARD / STRAND	VT.L.6.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

Vermont Framework of Standards and Learning

Language Arts

Grade 7 - Adopted: 2010

STANDARD / STRAND	VT.RL.7.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.SL.7.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
STANDARD / STRAND	VT.L.7.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
GRADE LEVEL EXPECTATION /	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

KNOWLEDGE AND SKILL		
GRADE LEVEL EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / STRAND	VT.L.7.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.7.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
STANDARD / STRAND	VT.L.7.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

Vermont Framework of Standards and Learning

Language Arts

Grade 8 - Adopted: 2010

STANDARD / STRAND	VT.RL.8.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND 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 and tone, including analogies or allusions to other texts.
STANDARD / STRAND	VT.SL.8.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.
STANDARD / STRAND	VT.L.8.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.8.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
STANDARD / STRAND	VT.L.8.	Language Standards
ESSENTIAL KNOWLEDGE		Vocabulary Acquisition and Use

AND SKILL / STANDARD		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

Vermont Framework of Standards and Learning

Language Arts

Grade **9** - Adopted: **2010**

STANDARD / STRAND	VT.RL.9-10.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.L.9-10.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.9-10.5(b)	Analyze nuances in the meaning of words with similar denotations.
STANDARD / STRAND	VT.L.9-10.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

Vermont Framework of Standards and Learning

Language Arts

Grade **10** - Adopted: **2010**

STANDARD / STRAND	VT.RL.9-10.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.L.9-10.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.9-10.5(b)	Analyze nuances in the meaning of words with similar denotations.
STANDARD / STRAND	VT.L.9-10.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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.

Vermont Framework of Standards and Learning

Language Arts

Grade 11 - Adopted: 2010

STANDARD / STRAND	VT.RL.11-12.	Reading Standards for Literature
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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. (Include Shakespeare as well as other authors.)
STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.L.11-12.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.
STANDARD / STRAND	VT.L.11-12.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vermont Framework of Standards and Learning

Language Arts

Grade 12 - Adopted: 2010

STANDARD /	VT.RL.11-	Reading Standards for Literature
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STRAND	12.	
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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. (Include Shakespeare as well as other authors.)
STANDARD / STRAND	VT.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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).
STANDARD / STRAND	VT.L.11-12.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.
STANDARD / STRAND	VT.L.11-12.	Language Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.