

Main Criteria: Spelling Classroom

Secondary Criteria: Washington State K–12 Learning Standards and Guidelines

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.

Washington State K–12 Learning Standards and Guidelines

Language Arts

Grade 1 - Adopted: 2011

EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.1.5(c)	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
EALR	WA.L.1.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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).

Washington State K–12 Learning Standards and Guidelines

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Grade 2 - Adopted: 2011

EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
EALR	WA.L.2.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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).

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Grade 3 - Adopted: 2011

EALR	WA.RL.3.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
EALR	WA.L.3.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
EALR	WA.L.3.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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).

Washington State K–12 Learning Standards and Guidelines

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Grade 4 - Adopted: 2011

EALR	WA.L.4.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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).

Washington State K–12 Learning Standards and Guidelines

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Grade 6 - Adopted: 2011

EALR	WA.RL.6.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.6.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
EALR	WA.L.6.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

Washington State K–12 Learning Standards and Guidelines

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Grade 7 - Adopted: 2011

EALR	WA.RL.7.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure

CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.SL.7.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.L.7.	Language Standards
BIG IDEA / CORE CONTENT		Knowledge of Language
CORE CONTENT / CONTENT STANDARD	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
EALR	WA.L.7.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.7.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
EALR	WA.L.7.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

Washington State K–12 Learning Standards and Guidelines

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Grade 8 - Adopted: 2011

EALR	WA.RL.8.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.SL.8.	Speaking and Listening Standards
BIG IDEA / CORE CONTENT		Presentation of Knowledge and Ideas
CORE CONTENT / CONTENT STANDARD	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.
EALR	WA.L.8.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.8.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
EALR	WA.L.8.	Language Standards

BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

Washington State K–12 Learning Standards and Guidelines
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Grade 9 - Adopted: 2011

EALR	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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).
EALR	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.5(b)	Analyze nuances in the meaning of words with similar denotations.
EALR	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

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Grade 10 - Adopted: 2011

EALR	WA.RL.9-10.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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).
EALR	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.9-10.5(b)	Analyze nuances in the meaning of words with similar denotations.
EALR	WA.L.9-10.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and

/ CONTENT STANDARD		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.
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Washington State K–12 Learning Standards and Guidelines

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Grade **11** - Adopted: **2011**

EALR	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.)
EALR	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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).
EALR	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.
EALR	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.

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Grade **12** - Adopted: **2011**

EALR	WA.RL.11-12.	Reading Standards for Literature
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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.)
EALR	WA.RI.11-12.	Reading Standards for Informational Text
BIG IDEA / CORE CONTENT		Craft and Structure
CORE CONTENT / CONTENT STANDARD	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).
EALR	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CONTENT STANDARD / PERFORMANCE EXPECTATION	L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.
EALR	WA.L.11-12.	Language Standards
BIG IDEA / CORE CONTENT		Vocabulary Acquisition and Use
CORE CONTENT / CONTENT STANDARD	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.