

Main Criteria: Spelling Classroom
Secondary Criteria: Wisconsin Academic 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.

Wisconsin Academic Standards

Language Arts

Grade 1 - Adopted: 2010

DOMAIN	WI.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	1.L.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
DOMAIN	WI.CC.1.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	1.L.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).

Wisconsin Academic Standards

Language Arts

Grade 2 - Adopted: 2010

DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	2.L.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
DOMAIN	WI.CC.2.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	2.L.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).

Wisconsin Academic Standards

Language Arts

Grade 3 - Adopted: 2010

DOMAIN	WI.CC.3.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure

PERFORMANCE STANDARD / LEARNING PRIORITY	3.RL.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
DOMAIN	WI.CC.3.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
DESCRIPTOR / FOCUS AREA	3.L.5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
DOMAIN	WI.CC.3.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	3.L.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).

Wisconsin Academic Standards

Language Arts

Grade 4 - Adopted: 2010

DOMAIN	WI.CC.4.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	4.L.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).

Wisconsin Academic Standards

Language Arts

Grade 6 - Adopted: 2010

DOMAIN	WI.CC.6.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	6.RL.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.
DOMAIN	WI.CC.6.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	6.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	6.L.5.c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).
DOMAIN	WI.CC.6.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING	6.L.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.

PRIORITY		
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Wisconsin Academic Standards

Language Arts

Grade 7 - Adopted: 2010

DOMAIN	WI.CC.7. RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	7.RL.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.
DOMAIN	WI.CC.7. SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	7.SL.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.
DOMAIN	WI.CC.7. L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING PRIORITY	7.L.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
DESCRIPTOR / FOCUS AREA	7.L.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
DOMAIN	WI.CC.7. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	7.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	7.L.5.c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
DOMAIN	WI.CC.7. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	7.L.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.

Wisconsin Academic Standards

Language Arts

Grade 8 - Adopted: 2010

DOMAIN	WI.CC.8. RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	8.RL.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.
DOMAIN	WI.CC.8. SL.	Speaking and Listening Standards

CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	8.SL.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.
DOMAIN	WI.CC.8.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	8.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	8.L.5.c.	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
DOMAIN	WI.CC.8.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	8.L.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.

Wisconsin Academic Standards

Language Arts

Grade 9 - Adopted: 2010

DOMAIN	WI.CC.9-10.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	9-10.RL.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).
DOMAIN	WI.CC.9-10.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	9-10.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	9-10.L.5.b.	Analyze nuances in the meaning of words with similar denotations.
DOMAIN	WI.CC.9-10.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	9-10.L.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.

Wisconsin Academic Standards

Language Arts

Grade 10 - Adopted: 2010

DOMAIN	WI.CC.9-10.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD /	9-10.RL.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

LEARNING PRIORITY		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).
DOMAIN	WI.CC.9-10.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	9-10.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	9-10.L.5.b.	Analyze nuances in the meaning of words with similar denotations.
DOMAIN	WI.CC.9-10.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	9-10.L.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.

Wisconsin Academic Standards

Language Arts

Grade 11 - Adopted: 2010

DOMAIN	WI.CC.11-12.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.RL.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.)
DOMAIN	WI.CC.11-12.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.RI.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).
DOMAIN	WI.CC.11-12.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	11-12.L.5.b.	Analyze nuances in the meaning of words with similar denotations.
DOMAIN	WI.CC.11-12.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.L.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.

Wisconsin Academic Standards

Language Arts

Grade 12 - Adopted: 2010

DOMAIN	W.CC.11-12.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.RL.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.)
DOMAIN	W.CC.11-12.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.RI.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).
DOMAIN	W.CC.11-12.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	11-12.L.5.b.	Analyze nuances in the meaning of words with similar denotations.
DOMAIN	W.CC.11-12.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	11-12.L.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.