

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Wyoming Content and Performance 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.

#### Wyoming Content and Performance Standards

##### Language Arts

Grade 1 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.1.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.1.5.</b>	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION</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 STANDARD</b>	<b>WY.L.1.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</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).

#### Wyoming Content and Performance Standards

##### Language Arts

Grade 2 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.2.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.2.5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION</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 STANDARD</b>	<b>WY.L.2.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</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).

#### Wyoming Content and Performance Standards

##### Language Arts

Grade 3 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.3.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</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 STANDARD</b>	<b>WY.L.3.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.3.5.</b>	Demonstrate understanding of word relationships and nuances in word meanings.
<b>EXPECTATION</b>	<b>L.3.5(a)</b>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

<b>EXPECTATION</b>	<b>L.3.5(b)</b>	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
<b>CONTENT STANDARD</b>	<b>WY.L.3.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.3.6.</b>	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).

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 4 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.L.4.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.4.6.</b>	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).

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 6 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.6.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.6.4.</b>	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.
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.5.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION</b>	<b>L.6.5(c)</b>	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
<b>CONTENT STANDARD</b>	<b>WY.L.6.</b>	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>L.6.6.</b>	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.

**Wyoming Content and Performance Standards**

**Language Arts**

Grade 7 - Adopted: 2012

<b>CONTENT STANDARD</b>	<b>WY.RL.7.</b>	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>RL.7.4.</b>	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.
<b>CONTENT STANDARD</b>	<b>WY.SL.7.</b>	<b>Speaking and Listening Standards</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
<b>GRADE LEVEL EXAMPLE</b>	<b>SL.7.4.</b>	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.
<b>CONTENT STANDARD</b>	<b>WY.L.7.</b>	<b>Language Standards</b>

<b>BENCHMARK</b>		<b>Knowledge of Language</b>
<b>GRADE LEVEL EXAMPLE</b>	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
<b>EXPECTATION</b>	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>CONTENT STANDARD</b>	WY.L.7.	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION</b>	L.7.5(c)	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
<b>CONTENT STANDARD</b>	WY.L.7.	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>
<b>GRADE LEVEL EXAMPLE</b>	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.

### Wyoming Content and Performance Standards

#### Language Arts

Grade 8 - Adopted: 2012

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

### Wyoming Content and Performance Standards

#### Language Arts

Grade 9 - Adopted: 2012

<b>CONTENT STANDARD</b>	WY.RL.9-10.	<b>Reading Standards for Literature</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
<b>GRADE LEVEL EXAMPLE</b>	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).
<b>CONTENT STANDARD</b>	WY.L.9-10.	<b>Language Standards</b>
<b>BENCHMARK</b>		<b>Vocabulary Acquisition and Use</b>

<b>GRADE LEVEL EXAMPLE</b>	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION</b>	L.9-10.5(b)	Analyze nuances in the meaning of words with similar denotations.
<b>CONTENT STANDARD</b>	WY.L.9-10.	Language Standards
<b>BENCHMARK</b>		Vocabulary Acquisition and Use
<b>GRADE LEVEL EXAMPLE</b>	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.

**Wyoming Content and Performance Standards  
Language Arts**

Grade 10 - Adopted: 2012

<b>CONTENT STANDARD</b>	WY.RL.9-10.	Reading Standards for Literature
<b>BENCHMARK</b>		Craft and Structure
<b>GRADE LEVEL EXAMPLE</b>	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).
<b>CONTENT STANDARD</b>	WY.L.9-10.	Language Standards
<b>BENCHMARK</b>		Vocabulary Acquisition and Use
<b>GRADE LEVEL EXAMPLE</b>	L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>EXPECTATION</b>	L.9-10.5(b)	Analyze nuances in the meaning of words with similar denotations.
<b>CONTENT STANDARD</b>	WY.L.9-10.	Language Standards
<b>BENCHMARK</b>		Vocabulary Acquisition and Use
<b>GRADE LEVEL EXAMPLE</b>	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.

**Wyoming Content and Performance Standards  
Language Arts**

Grade 11 - Adopted: 2012

<b>CONTENT STANDARD</b>	WY.RL.11-12.	Reading Standards for Literature
<b>BENCHMARK</b>		Craft and Structure
<b>GRADE LEVEL EXAMPLE</b>	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.)
<b>CONTENT STANDARD</b>	WY.RI.11-12.	Reading Standards for Informational Text
<b>BENCHMARK</b>		Craft and Structure
<b>GRADE LEVEL EXAMPLE</b>	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 STANDARD</b>	WY.L.11-12.	Language Standards
<b>BENCHMARK</b>		Vocabulary Acquisition and Use
<b>GRADE LEVEL EXAMPLE</b>	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

EXPECTATION	L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.
CONTENT STANDARD	WY.L.11-12.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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.

## Wyoming Content and Performance Standards

### Language Arts

Grade 12 - Adopted: 2012

CONTENT STANDARD	WY.RL.11-12.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	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.)
CONTENT STANDARD	WY.RI.11-12.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	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).
CONTENT STANDARD	WY.L.11-12.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.11-12.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.
CONTENT STANDARD	WY.L.11-12.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	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.