

Main Criteria: Spelling Classroom
Secondary Criteria: Maryland College and Career-Ready Standards
Subject: Language Arts
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Synonyms & Ants

Summary: Students are asked to select a word's antonym or synonym.

Maryland College and Career-Ready Standards

Language Arts

Grade 1 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	1.L5-d.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings – 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.
EXPECTATION	1.L5-d.3.	Use context clues to distinguish intensity (nuances) of meaning among synonyms.

Maryland College and Career-Ready Standards

Language Arts

Grade 2 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	2.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	2.RF4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EXPECTATION	2.RF4.c.2	Demonstrate a conceptual understanding of new words, e.g., classify and categorize into groups, identify antonyms, synonyms, homophones.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	2.L5-b.	Demonstrate understanding of word relationships and nuances in word meanings – Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
EXPECTATION	2.L5-b.2.	Use context clues to distinguish intensity (nuances) of meaning among synonyms.

Maryland College and Career-Ready Standards

Language Arts

Grade 3 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR /	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word

PROFICIENCY LEVEL		relationships, and nuances in word meanings.
OBJECTIVE	3.L5-c.	Demonstrate understanding of word relationships and nuances in word meanings – Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
EXPECTATION	3.L5-c.1.	Access prior knowledge, as well as reference materials both print and digital to identify synonyms for given words.

Maryland College and Career-Ready Standards

Language Arts

Grade 4 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	4.RL4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
EXPECTATION	4.RL4.6.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5c)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	4.RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
EXPECTATION	4.RI4.7.	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (CCSS L.4.5c)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3-a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening – Choose words and phrases to convey ideas precisely.
EXPECTATION	4.L3-a.2.	Use dictionaries, glossaries, thesauruses, and multimedia resources to identify and use synonyms for words.
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	4.L5-c.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
EXPECTATION	4.L5-c.1.	Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify words with similar or opposite meanings.
EXPECTATION	4.L5-c.2.	Use knowledge of nuances to determine precise words as needed for speaking and writing.

Maryland College and Career-Ready Standards

Language Arts

Grade 5 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL4.CCR.	Anchor Standard: 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.
OBJECTIVE	5.RL4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
EXPECTATION	5.RL4.6.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS L.5.5c.)
STRAND / TOPIC / STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: 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.
OBJECTIVE	5.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
EXPECTATION	5.RI4.7.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS L.5.5c)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	5.L5-c.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
EXPECTATION	5.L5-c.1.	Consult reference materials including dictionaries, glossaries, thesauruses, and online resources to identify the relationship between words.
EXPECTATION	5.L5-c.2.	Use knowledge of nuances to determine precise words as needed for speaking and writing.

Maryland College and Career-Ready Standards

Language Arts

Grade 6 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	6.RL1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	6.RL1.6.	Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts (See CCSS L.6.5b).

Maryland College and Career-Ready Standards

Language Arts

Grade 7 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	7.RL1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EXPECTATION	7.RL1.6.	Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts (See CCSS L.7.5b).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	7.W2-c.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	7.W2-c.2.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (CCSS L.7.5b)
STRAND / TOPIC / STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	7.L5-b.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings – Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
EXPECTATION	7.L5-b.1.	Apply an understanding of connections between words including synonym/antonym and analogy to a critical reading of a text.
EXPECTATION	7.L5-b.2.	Analyze professional, peer, and their own writing to determine how word relationships contribute to meaning.

Maryland College and Career-Ready Standards

Language Arts

Grade 8 - Adopted: 2014

STRAND / TOPIC / STANDARD	MD.RL.	Standards for Reading Literature (RL)
TOPIC / INDICATOR		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL1.CCR.	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
OBJECTIVE	8.RL1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
EXPECTATION	8.RL1.6.	Use relationships between words for understanding e.g., antonyms, synonyms, related words with similar word parts (See CCSS L.8.5b).
STRAND / TOPIC / STANDARD	MD.W.	Standards for Writing (W)
TOPIC / INDICATOR		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W2.CCR.	Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
OBJECTIVE	8.W2-c.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content – Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	8.W2-c.2.	Use the relationship between particular words to better understand each of the words. (CCSS L.8.5b)