

Main Criteria: Spelling Classroom
Secondary Criteria: Maine Learning Results
Subject: Language Arts
Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Vocabulary Test

Summary: Select the correct definition for each word in this multiple choice environment.

Maine Learning Results

Language Arts

Grade 1 - Adopted: 2010

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

Maine Learning Results

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 2.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.2.5(a)	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Maine Learning Results

Language Arts

Grade 3 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 3.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	L.3.5(b)	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

STRAND / DOMAIN	ME.CC.L. 3.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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).

Maine Learning Results

Language Arts

Grade 4 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 4.	Language Standards
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CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.4.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.4.5(c)	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
STRAND / DOMAIN	ME.CC.L. 4.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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).

Maine Learning Results

Language Arts

Grade 5 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 5.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.5.5(c)	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Maine Learning Results

Language Arts

Grade 6 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 6.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
STRAND / DOMAIN	ME.CC.L. 6.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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.

Maine Learning Results

Language Arts

Grade 7 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 7.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.7.5(b)	Use the relationship between particular words (e.g., synonym/antonym, analogy) to

		better understand each of the words.
STRAND / DOMAIN	ME.CC.L. 7.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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.

Maine Learning Results

Language Arts

Grade 8 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 8.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
STANDARD	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	L.8.5(b)	Use the relationship between particular words to better understand each of the words.
STRAND / DOMAIN	ME.CC.L. 8.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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.

Maine Learning Results

Language Arts

Grade 9 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 9-10.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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.

Maine Learning Results

Language Arts

Grade 10 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 9-10.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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.

Maine Learning Results

Language Arts

Grade 11 - Adopted: 2010

STRAND /	ME.CC.L.	Language Standards
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DOMAIN	11-12.	
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.11-12.1(a)	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
STRAND / DOMAIN	ME.CC.L. 11-12.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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.

Maine Learning Results

Language Arts

Grade 12 - Adopted: 2010

STRAND / DOMAIN	ME.CC.L. 11-12.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Conventions of Standard English
STANDARD	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.11-12.1(a)	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
STRAND / DOMAIN	ME.CC.L. 11-12.	Language Standards
CATEGORY / PERFORMANCE INDICATOR		Vocabulary Acquisition and Use
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.