SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	8

Standards Relating to Vocabulary Acquisition and Use

8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
   a. Use context as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).
   c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
   d. Verify the preliminary determination of the meaning of a word or phrase.

8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g. verbal irony, puns) in context.
   b. Use the relationship between particular words to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

8.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Acquisition and Use: Relevance and Essential Questions: What's the point?

Essential Questions *(Drive Intellectual Curiosity-The Hook)*	Big Idea Statements *(What students need to discover)*
How do people figure out what an unknown word means? How do people develop their vocabularies?	There are multiple strategies to determine meanings of unknown words. Relationships and patterns between words and word-parts can be used to determine meaning. A well-developed vocabulary improves writing, reading comprehension, and enjoyment of texts.

Learning Progression: Vocabulary Acquisition and Use (8.L.4   8.L.5   8.L.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year

7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
   a. Use context as a clue to the meaning of a word or phrase.
	8.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
	   a. Use context as a clue to the meaning of a word or phrase.
	   b. Use common, grade-appropriate Greek or Latin affixes and roots as
		9-10.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
		   a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.	**clues to the meaning of a word (e.g., precede, recede, and secede).** **c. Consult general and specialized reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.** **d. Verify the preliminary determination of the meaning of a word or phrase.**	position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech, including allusions (e.g., literary, biblical, mythological) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	**8.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.** **a. Interpret figures of speech (e.g. verbal irony, puns) in context.** **b. Use the relationship between particular words to better understand each of the words.** **c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).**	9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
7.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**8.L.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**	9-10.L.6 Acquire and accurately use general academic and subject-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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Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
8.L.4 ● Connotation vs. denotation ● Context clues ● Grade-appropriate Greek and Latin roots ● Prefixes and suffixes ● Reference materials for meaning, pronunciation, or usage of words	**8.L.4** Words can have several meanings depending on their context. There are several ways to determine the meaning of unfamiliar words and phrases. Prefixes, roots, and suffixes contain clues to a word's meaning or part of speech. Reference books and other resources can be used to determine or verify the meaning of unfamiliar words.	**8.L.4** Use context clues to determine the meaning of words or phrases. Use grade-appropriate Greek and Latin roots and affixes to determine the meaning of words. Consult reference materials to determine or clarify the meaning, pronunciation, or usage of words. Choose between multiple strategies to determine the meaning of unknown words and phrases. Make a preliminary determination of the meaning of an unfamiliar word, and then verify that inference.
8.L.5 ● Figures of speech (i.e. puns, verbal irony, euphemisms, etc.) ● Figurative language (i.e. personification, allusion, puns, etc.) ● Nuances ● Connotation vs. denotation ● Word relationships and analogies	**8.L.5** Correct interpretation of figures of speech and figurative language can improve overall understanding of a text. Words with similar denotations can have different connotations.	**8.L.5** Accurately interpret figures of speech and figurative language. Explain the differences in connotation between words with similar denotations. Analyze the relationship between words to understand their meanings.
8.L.6 ● Grade-appropriate academic vocabulary ● Domain-specific vocabulary ● Reading strategies (i.e. context clues, decoding, inferences, etc.)	**8.L.6** Effective communicators use a wide range of words accurately. Using domain-specific vocabulary strengthens communication in a given content area or domain. Reading and vocabulary strategies can be used throughout life to make sense of unfamiliar words and phrases.	**8.L.6** Use grade-appropriate vocabulary. Use domain-specific vocabulary when needed. Use reading and vocabulary strategies to improve understanding of unfamiliar words and phrases.

Student Friendly Language
8.L.4 I can use different strategies to figure out the meanings of words I don't know. I can use context clues to figure out what a word or phrase means. I can recognize common Greek and Latin roots and affixes and use them to figure out the meaning of a word.

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I can use various resources to figure out the meaning or pronunciation of a word.
I can check my first guess about what a word means.

8.L.5
I can interpret figures of speech and figurative language and explain what they mean in the text.
I can understand the connotations and denotations of a word.
I can explain the differences in connotation between words with similar denotations.
I can use the relationships between words to better understand each word.

8.L.6
I can use grade- and subject-appropriate words to accurately communicate in an academic setting.
I can apply vocabulary strategies to determine the meaning of an unfamiliar word or phrase.

Key Vocabulary

8.L.4
- Clarify
- Connotation
- Denotation
- Context clues
- Affixes
- Prefixes
- Suffixes
- Greek and Latin roots
- Reference materials
- Precise

8.L.5
- Figurative language
- Word relationships
- Analogy
- Nuances
- Figures of speech
  - Puns
  - Idioms
  - Verbal irony
  - Euphemism
- Connotation
- Denotation

8.L.6
- Domain-specific vocabulary
- Grade-appropriate vocabulary
- Academic vocabulary
- Reading strategies
- Vocabulary strategies (see 8.L.4)

Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

Reading comprehension is important in all areas of life--at home, at work, and at school, and vocabulary knowledge is an important component of reading comprehension. When we use various reading strategies to understand complex material, we usually improve our understanding and retention of the material.

We often use figurative language or select words with specific connotations to provide nuance or clarify meaning. Being able to understand figurative language and word connotations aids communication and helps build connections with others. We can use this ability in talking with friends, performing tasks with co-workers, or evaluating a political speech or debate.

In life, we will move between several different settings and contexts, ranging from formal to informal. Having a strong vocabulary comprised of academic and domain-specific words will help us be successful in all of these different settings. For example, we need to use different sets of vocabulary when we talk to a doctor, remodel or build a home, or write a computer program.

Our language is rapidly evolving, and new words are being created every day. Being able to use a wide range of vocabulary strategies can help us navigate the language as it continues to evolve in the future.

Resources

https://doe.sd.gov/octe/ELA-resources.aspx

Achievement Level Descriptors

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Level 1	Level 2	Level 3	Level 4
While reading grade-level texts and writing/revising texts, students should be able to	While reading grade-level texts and writing/revising texts, students should be able to	While reading grade-level texts and writing/revising texts, students should be able to	While reading grade-level texts and writing/revising texts, students should be able to
• MInimally determine few connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings; and determine or minimally interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases.	• Partially determine some connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings; and determine or partially interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases.	• Determine connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings; and determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation.	• Thoroughly determine most connotative and denotative meanings of academic- and domain-specific words/phrases and words with multiple meanings, based on context-word relationships, word structures, and differentiating vocabulary meanings; and determine or interpret the impact/intent of literary devices or connotative meaning of contextually used words and phrases and the impact of those word choices on reader interpretation.
• Minimally interpret figures of speech, use the relationships between words to better understand each word; and distinguish among	• Partially interpret figures of speech, use the relationships between words to better understand each word; and distinguish among	• Interpret figures of speech, use the relationships between words to better understand each word; and distinguish among connotations with similar	• Thoroughly interpret figures of speech, use the relationships between words to better understand each word; and distinguish among

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few connotations with similar denotations.	connotations with similar denotations.	denotations.	connotations with similar denotations.
• Minimally use a range of basic language, vocabulary, and style appropriate to the purpose and audience.	• Partially use a broad range of basic language, vocabulary, and style appropriate to the purpose and audience.	• Adequately use a broad range of precise language, vocabulary, and style appropriate to the purpose and audience.	• Thoroughly use a broad range of precise language, vocabulary, and style appropriate to the purpose and audience.