

SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	2
----------------	----------	-------------------------	--------------------------------	---------------------	---

Standards Relating to Vocabulary Acquisition and Use

2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of words when a prefix is added (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use print and digital reference materials to determine or clarify the meaning of words and phrases.

2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2.L.6 Use acquired words and phrases, including adjectives and adverbs, to convey ideas precisely.

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

<i>Essential Questions</i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i>Big Idea Statements</i> <i>(What students need to discover)</i>
How can readers determine the meaning of various unknown words?	Readers can use a variety of flexible strategies to determine the meaning of unknown words.
How can using learned vocabulary enhance our speaking and writing?	Using acquired words and phrases, including adjectives and adverbs, help the speaker and writer convey ideas precisely.

Learning Progression: Vocabulary Acquisition and Use (2.L.4 2.L.5 2.L.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>1.L.4 Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. 	<p>2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of words when a prefix is added (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown 	<p>3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrase.</p> <ol style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of words when affixes are added. c. Use a root word as a clue to the meaning of an unknown

<p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	<p>word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use print and digital reference materials to determine or clarify the meaning of words and phrases.</p>	<p>word with the same root (e.g., company, companion).</p> <p>d. Use print and digital reference materials to determine or clarify meaning of words and phrases.</p>
<p>1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p>a. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes.</p> <p>c. Identify real-life connections between words and their use.</p> <p>d. Distinguish differences among verbs and adjectives with similar meanings (e.g., look, peek, glance, stare, glare, scowl); by defining, choosing, or acting out the meanings.</p>	<p>2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>3.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
<p>1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.</p>	<p>2.L.6 Use acquired words and phrases, including adjectives and adverbs, to convey ideas precisely.</p>	<p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>2.L.4</p> <ul style="list-style-type: none"> ● Root words ● Multiple-meaning words ● Prefixes ● Usage of sentence-level context clues ● Compound words ● Usage of glossaries ● Usage of dictionaries 	<p>2.L.4</p> <p>Meanings of root words can be used to figure out unknown words with the same root.</p> <p>Words can have multiple meanings.</p> <p>Prefixes change the meaning of words.</p>	<p>2.L.4</p> <p>Use context clues to determine the meaning of a multiple-meaning word.</p> <p>Apply knowledge of prefixes and root words to accurately determine the meaning of a word.</p> <p>Determine the meaning of a compound word by analyzing the</p>

<p>2.L.5</p> <ul style="list-style-type: none"> • Related words • Adjectives • Verbs • Word choice • Synonyms <p>2.L.6</p> <ul style="list-style-type: none"> • Usage of adjectives and adverbs • Acquisition and usage of new words and phrases 	<p>Context clues can be used to decipher words.</p> <p>Compound words can be determined by figuring out the meaning of the individual words within the compound word.</p> <p>Meanings of words can be found in print and digital reference materials.</p> <p>2.L.5 Many words in our language are related.</p> <p>Writers can choose a variety of adjectives and verbs to create descriptive pieces of writing.</p> <p>There are words in the English language that have similar meanings.</p> <p>2.L.6 Adding details using adjectives and adverbs allows others to better understand the message.</p> <p>Appropriately using new words and phrases makes communicating with others interesting.</p>	<p>smaller words within the compound word.</p> <p>Use reference materials to determine the meaning of words or phrases.</p> <p>Use context clues to determine the meaning of words and phrases.</p> <p>2.L.5 Identify words that are related (e.g., bus, car, train, airplane, bicycle).</p> <p>Choose the best word, from among closely related verbs or adjectives, to effectively communicate meaning.</p> <p>Choose the best word to convey the intended imagery.</p> <p>2.L.6 Use descriptive words (adjectives and adverbs) when communicating to add details.</p> <p>Use new words or phrases acquired from oral or written texts to increase vocabulary usage and understanding.</p>
---	---	--

Student Friendly Language

2.L.4

I can determine the meaning of a word by how it is used in the sentence.

I can determine the meaning of a word by looking at the root word or prefix.

I can determine the meaning of a compound word by looking at the two smaller words that make up the compound word.

I can find the meaning of words in reference materials.

2.L.5

I can tell how words are related.

I can describe the differences between words with similar meanings.

2.L.6

I can use new words and phrases when I speak or write.

I can use adjectives and adverbs to add details when I share information.

Key Vocabulary

2.L.4

- Context clues
- Prefix
- Root word (base)
- Compound word
- Reference materials
- Print
- Digital
- Multiple-meaning

2.L.5

- Verbs
- Adjectives
- Synonyms
- Related words
- Subtle
- Imagery

2.L.6

- Words
- Phrases
- Conversations
- Descriptive words
- Adjectives
- Adverbs
- Acquire

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

Understanding how words work helps us to communicate with others clearly and effectively.

Using a variety of words makes our writing more interesting to readers.

Resources

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

Achievement Level Descriptors

Vocabulary Acquisition and Use:

2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of words when a prefix is added (e.g., happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use print and digital reference materials to determine or clarify the meaning of words and phrases.

2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- b. Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

2.L.6 Use acquired words and phrases, including adjectives and adverbs, to convey ideas precisely.

Level 1	Level 2	Level 3	Level 4
<p>While reading grade-level texts and writing/revising texts, students should be able to, with significant support,</p> <ul style="list-style-type: none"> • Minimally use flexible strategies, including sentence level context as clues, compound words, prefixes and root words, and print and digital reference materials. • Minimally demonstrate understanding of word relationships and subtle differences in closely related words and identifying real life connections with words in text. • Minimally use grade appropriate words and phrases, such as adjectives, to convey precise ideas. 	<p>While reading grade-level texts and writing/revising texts, students should be able to, with minimal support</p> <ul style="list-style-type: none"> • Partially use flexible strategies, including sentence level context as clues, compound words, prefixes and root words, and print and digital reference materials. • Partially demonstrate understanding of word relationships and subtle differences in closely related words and identifying real life connections with words in text. • Partially use grade appropriate words and phrases, such as adjectives, to convey precise ideas. 	<p>While reading grade-level texts and writing/revising texts, students should be able to</p> <ul style="list-style-type: none"> • Adequately use flexible strategies, including sentence level context as clues, compound words, prefixes and root words, and print and digital reference materials. • Demonstrate understanding of word relationships and subtle differences in closely related words and identifying real life connections with words in text. • Use accurate grade appropriate words and phrases, such as adjectives and adverbs, to convey precise ideas. 	<p>While reading grade-level and higher texts and writing/revising texts, students should be able to</p> <ul style="list-style-type: none"> • Thoroughly use flexible strategies, including sentence level context as clues, compound words, prefixes and root words, and print and digital reference materials. • Thoroughly demonstrate understanding of word relationships and subtle differences in closely related words and identifying real life connections with words in text. • Use thorough and accurate grade appropriate words and phrases, such as adjectives and adverbs, to convey precise ideas.