

SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	4
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Standards Relating to Vocabulary Acquisition and Use

4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level 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 and Latin affixes and roots as clues to the meaning of a word.
- c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

4.L.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).

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

<i>Essential Questions</i> (Drive Intellectual Curiosity-The Hook)	<i>Big Idea Statements</i> (What students need to discover)
<p>What strategies do students use to determine the meaning of unknown and multiple meaning words?</p> <p>Why is understanding figurative language, word relationships, and subtle differences in word meaning important?</p>	<p>Students use context clues, root words and affixes, and reference materials to determine meanings of unknown words.</p> <p>Antonyms or synonyms, idioms, and proverbs can be used to help determine the meaning of unknown words. Understanding word relationships and subtle differences in word meaning help show emotion.</p> <p>Similes and metaphors are figures of speech. A simile compares two things and often introduced by <i>like</i> or <i>as</i>. A metaphor is a word or phrase where one kind of object or idea is used in place of another to suggest a similarity between them.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<p>3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> <ol style="list-style-type: none"> a. Use sentence-level context 	<p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 level content, choosing flexibly from a range of strategies.</p>	<p>5.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.</p>

<p>as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of words when affixes are added.</p> <p>c. Use a root word as a clue to the meaning of an unknown 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>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>a. Use context as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</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>4.L.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>b. Recognize and explain the meaning of common idioms and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>5.L.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</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>	<p>4.L.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).</p>	<p>5.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>4.L.4</p> <ul style="list-style-type: none"> • Multiple-meaning words and phrases • Context clues • Greek affixes and roots • Latin affixes and roots • Print and digital reference materials • Pronunciation <p>4.L.5</p> <ul style="list-style-type: none"> • Figurative language • Similes • Metaphors • Common idioms • Common proverbs • Word relationships • Antonyms • Synonyms <p>4.L.6</p> <ul style="list-style-type: none"> • General academic words and phrases • Domain-specific words and phrases • Precise actions • Emotions • States of being 	<p>4.L.4</p> <p>Words and phrases have multiple-meanings and they can use strategies such as context clues, root and affixes, and reference materials to determine or clarify the meaning.</p> <p>4.L.5</p> <p>Understanding figurative language, word relationships, and subtle differences in word meaning affect comprehension.</p> <p>4.L.6</p> <p>General academic and domain-specific words and phrases signal precise actions, emotions, or states of being.</p> <p>Acquiring and accurately using grade-appropriate general academic and domain-specific words (specific to a domain or field of study) and phrases aid in comprehension.</p>	<p>4.L.4</p> <p>Determine the meaning of multiple-meaning words and phrases by using:</p> <ul style="list-style-type: none"> • Context clues • Greek affixes and roots • Latin affixes and roots • Print and digital reference materials <p>4.L.5</p> <p>Demonstrate the understanding of figurative language by explaining the meaning of simple similes and metaphors.</p> <p>Demonstrate the understanding of word relationships by explaining the meaning of common idioms and proverbs.</p> <p>Demonstrate the understanding of subtle differences in word meanings by relating words to their opposites or connecting words with similar meanings.</p> <p>4.L.6</p> <p>Acquire and accurately use grade-appropriate general academic words and phrases.</p> <p>Acquire and accurately use grade-appropriate domain-specific words and phrases.</p>

Student Friendly Language
<p>4.L.4</p> <p>I can use context clues to determine the meaning of unknown words or phrases. I can use Greek and Latin affixes and roots as clues to the meaning of a word. I can use print and digital reference materials to help me figure out the meaning of a word or phrase.</p> <p>4.L.5</p> <p>I can explain the meaning of a simile and a metaphor in context. I can identify and explain common idioms. I can identify and explain common proverbs. I can show my understanding of a word by using synonyms and antonyms.</p>

I can explain the different meanings behind figurative language.

4.L.6

I can use words and phrases that label actions, emotions, or states of being.

I can use words specific to a particular topic (e.g. social studies, science, and math vocabulary).

Key Vocabulary

4.L.4

- Multiple-meaning words and phrases
- Context clues
- Greek affixes and roots
- Latin affixes and roots
- Print and digital reference materials
- Pronunciation

4.L.5

- Figurative language
- Similes
- Metaphors
- Common idioms
- Common proverbs
- Word relationships
- Antonyms
- Synonyms

4.L.6

- General academic words and phrases
- Domain-specific words and phrases
- Precise actions
- Emotions
- States of being

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

To make sense of language in the world around you (piece of cake means easy, as strong as Superman, etc.) when communicating.

To communicate in more interesting ways (using idioms, metaphors, etc.).

When writing essays for competitions you need to be able to show exactly how you feel.

Use words that show and not just explain your opinions, feelings, and emotions while writing journals, letters, or using social media.

Resources

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

Achievement Level Descriptors

Vocabulary Acquisition and Use:

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Level 1	Level 2	Level 3	Level 4
<p>While reading, writing, listening, and speaking, students should be able to</p> <ul style="list-style-type: none"> • Minimally determine or clarify grade-level intended meanings (connotative) of words, including few academic words and domain-specific words with multiple meanings, based on context, word relationships, word structure, or use of resources. • Minimally determine figurative language, including few similes and metaphors, idioms, and proverbs, synonyms and antonyms; word relationships; and subtle differences in meanings. • With significant support, minimally acquire and use grade-level general academic and domain-specific words and phrases, 	<p>While reading, writing, listening, and speaking, students should be able to</p> <ul style="list-style-type: none"> • Partially determine or clarify grade-level intended meanings (connotative) of words, including academic words and domain-specific words with multiple meanings, based on context, word relationships, word structure, or use of resources. • Partially determine or interpret figurative language, including some similes and metaphors, idioms, and proverbs, synonyms and antonyms; word relationships; and subtle differences in meanings. • Partially acquire and use grade-level general academic and domain-specific words and phrases, including those that signal 	<p>While reading, writing, listening, and speaking, students should be able to</p> <ul style="list-style-type: none"> • Adequately determine or clarify grade-level intended meanings (connotative) of words, including academic words and domain-specific words with multiple meanings, based on context, word relationships, word structure, or use of resources. • Adequately determine or interpret figurative language, including similes and metaphors, idioms, and proverbs, synonyms and antonyms; word relationships; and subtle differences in meanings. • Strategically acquire and use grade-level general academic and domain-specific words and phrases, including those that signal 	<p>While reading, writing, listening, and speaking, students should be able to</p> <ul style="list-style-type: none"> • Thoroughly determine or clarify grade-level and higher intended meanings (connotative) of words, including academic words and domain-specific words with multiple meanings, based on context, word relationships, word structure, or use of resources. • Thoroughly determine or interpret figurative language, including similes and metaphors, idioms, and proverbs, synonyms and antonyms; word relationships; and subtle differences in meanings. • Thoroughly and strategically acquire and use grade-level and higher general academic and domain-specific words and

including those that signal precise actions, emotions and state of being.	precise actions, emotions and state of being.	precise actions, emotions and state of being.	phrases, including those that signal precise actions, emotions and state of being.
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