SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	3

Standards Relating to Vocabulary Acquisition and Use

3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.
   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 word with the same root (e.g., company, companion).
   d. Use print and digital reference materials to determine or clarify meaning of words and phrases.

3.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.
   a. Distinguish the literal and nonliteral meanings of words and phrases in context.
   b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

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)
What strategies do students use to determine the meaning of unknown and multiple meaning words?	Students use context clues, root words, affixes, and reference materials to determine meanings of unknown words.
Why is it important to know relationships of words?	Students use literal and nonliteral language, real life connection words, and synonyms (or similar meaning words) to determine the message/meaning when communicating with others.
How do students convey ideas clearly?	Students use conversational, academic, and domain-specific words to clearly discuss ideas.
Why is understanding figurative language, word relationships, and subtle differences in word meaning important?	Understanding figurative language, word relationships, and subtle differences in word meaning is important because it helps communicate effectively with one another.

Learning Progression: Vocabulary Acquisition and Use (3.L.4 3.L.5 3.L.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
2.L.4 Determine the meaning of unknown and multiple meaning words and phrases based on grade level content using flexible strategies.	**3.L.4 Use flexible strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases.** **a. Use sentence-level context as a clue to the meaning of a word or**	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 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.	**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 word with the same root (e.g., company, companion).** **d. Use print and digital reference materials to determine or clarify meaning of words and phrases.**	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.
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).	**3.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.** **a. Distinguish the literal and nonliteral meanings of words and phrases in context.** **b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).** **c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).**	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).
2.L.6 Use acquired words and phrases, including adjectives and adverbs to convey ideas precisely.	**3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.**	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).

ELA Unpacked Standards 2018

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
3.L.4 ● Context clues ● Prefix ● Suffix ● Affix ● Root word ● Glossary ● Dictionary	**3.L.4** Words can have multiple meanings. Context, root words, and affixes help determine word meaning. Tools such as glossaries, dictionaries, and online resources can help students determine word meaning.	**3.L.4** Use tools such as glossaries, dictionaries and online resources to determine word meaning. Use context clues to determine meaning and pronunciation of words that are unfamiliar. Apply knowledge of affixes and/or roots words to clarify or understand words and phrases clearly.
3.L.5 ● Phrases ● Context ● Literal ● Nonliteral ● Synonyms / closely related words	**3.L.5** Words and word phrases can have literal or nonliteral meanings depending on context. Word choice is important to convey clear meaning or to comprehend text.	**3.L.5** Analyze context in order to determine word meaning. Distinguish subtle differences among closely related words.
3.L.6 ● Prior knowledge ● Domain specific words and phrases ● Conversational words and phrases ● Academic words and phrases	**3.L.6** Communicating with others is simplified when we use a common vocabulary that is domain specific.	**3.L.6** Use words learned in their classroom in the correct context and in relevant conversations.

Student Friendly Language
3.L.4 I can use different strategies to determine meaning of unknown words. I can use context clues to determine the meaning of a word or phrase. I can determine the meaning of words when affixes are added. I can use a root word as a clue to the meaning of an unknown word , I can use print and digital reference materials to determine or clarify meaning of words and phrases. I can use sentence-level context as a clue to the meaning of a word or phrase. I can determine the meaning of words when affixes are added. I can use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). I can use print and digital reference materials to determine or clarify meaning of words and phrases. **3.L.5** I can use known word relationships to effectively communicate with others. I can distinguish the literal and nonliteral meanings of words and phrases in context. I can identify real-life connections between words and their use. I can distinguish subtle differences among closely related words that describe states of mind or degrees of certainty. I can use and understand literal and nonliteral language. I can distinguish the literal and nonliteral meanings of words and phrases in context. I can identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). I can distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

ELA Unpacked Standards 2018

3.L.6
I can use an appropriate word based on context or conversation.

Key Vocabulary		
3.L.4 ● Context clues ● Prefix ● Suffix ● Affix ● Root word ● Glossary ● Dictionary	**3.L.5** ● Literal ● Nonliteral ● Synonyms ● Context	**3.L.6** ● Domain ● Conversational ● Academic

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

Tools such as glossaries, dictionaries and online resources help me to determine word meaning.

I can use what I know about words to effectively communicate with peers, family, and community members.

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

Achievement Level Descriptors

Vocabulary Acquisition and Use:

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    c. Use a root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
    d. Use print and digital reference materials to determine or clarify meaning of words and phrases.

3.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.
    a. Distinguish the literal and nonliteral meanings of words and phrases in context.
    b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
    c. Distinguish subtle differences among closely related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases to convey ideas precisely.

Level 1	Level 2	Level 3	Level 4
While reading, writing, listening, and speaking, students should be able to	While reading, writing, listening, and speaking, students should be able to	While reading, writing, listening, and speaking, students should be able to	While reading, writing, listening, and speaking, students should be able to
• Use flexible strategies to minimally determine or clarify grade-level meaning of few unknown and multiple-meaning words, using sentence-level context clues, affixes and root words, and reference materials.	• Use flexible strategies to partially determine or clarify grade-level meaning of some unknown and multiple-meaning words, using sentence-level context clues, affixes and root words, and reference materials.	• Use flexible strategies to adequately determine or clarify grade-level meaning of unknown and multiple-meaning words, using sentence-level context clues, affixes and root words, and reference materials.	• Use flexible strategies to thoroughly determine or clarify grade-level and higher meaning of unknown and multiple-meaning words, using sentence-level context clues, affixes and root words, and reference materials.
• Minimally demonstrate understanding of few word relationships and subtle differences by distinguishing between literal and non-literal meanings, and real-life connections between words and their uses.	• Partially demonstrate understanding of some word relationships and subtle differences by distinguishing between literal and non-literal meanings, and real-life connections between words and their uses.	• Adequately demonstrate understanding of word relationships and subtle differences by distinguishing between literal and non-literal meanings, and real-life connections between words and their uses.	• Thoroughly demonstrate understanding of word relationships and subtle differences by distinguishing between literal and non-literal meanings, and real-life connections between words and their uses.
• Minimally acquire and use grade-level general academic and domain-specific words and phrases.	• Partially acquire and use grade-level general academic and domain-specific words and phrases.	• Strategically acquire and accurately use grade-level general academic and domain-specific words and phrases.	• Thoroughly and strategically acquire and accurately use grade-level and higher general academic and domain-specific words and phrases.