

SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	6
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Standards Relating to Vocabulary Acquisition and Use

6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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., audience, auditory, audible, etc.).
- c. Consult 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.

6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification, etc.) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

6.L.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.

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>
<p>How do we figure out what unknown words mean?</p> <p>How do we use words in new and creative ways to increase meaning?</p> <p>How do words or phrases enhance how a person feels or thinks?</p> <p>How can we predict what a word or phrase might possibly mean?</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>

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

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
<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>6.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">a. Use context as a clue to the</p>	<p>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.</p>

<ul style="list-style-type: none"> 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. 	<p>meaning of a word or phrase.</p> <ul style="list-style-type: none"> b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible, etc.). c. Consult 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. 	<ul style="list-style-type: none"> 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., 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.
<p>5.L.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<p>6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., personification, etc.) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). 	<p>7.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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).
<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>	<p>6.L.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.</p>	<p>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.</p>

Rigor and Cognitive Complexity		
Know (Factual)	Understand (Conceptual) The students will understand that:	Do (Procedural/ Application)
<p>6.L.4</p> <ul style="list-style-type: none"> • Use reference materials • Verify word meanings • Parts of speech • Predict the meaning of a word 	<p>6.L.4</p> <p>They can use context clues to derive word meaning.</p> <p>Utilizing reference materials will help to derive word meanings, find parts of speech, and determine word pronunciation.</p> <p>Word meanings can come from Greek and Latin affixes and roots.</p> <p>Sometimes parts of a word can give readers clues to its definition.</p>	<p>6.L.4</p> <p>Students use their familiarity with language and its structure as a tool to aid their reading comprehension. To achieve this, students draw from a variety of skills including using context and function to determine a word's meaning, analyzing unknown words using knowledge of Greek and Latin roots, and developing the skills to use reference tools when necessary.</p> <p>Possible activities to attain the above goal include practice with analogies in order to understand how function can serve as a clue to an unknown word and word studies of common roots. As students refine these skills, they should be asked to routinely apply their knowledge in authentic reading, writing, and speaking contexts.</p>
<p>6.L.5</p> <ul style="list-style-type: none"> • Interpret figurative language (e.g., hyperbole, simile, metaphor, personification, irony, onomatopoeia, alliteration, puns, etc.) • Utilize word relationships to clarify meaning • Identify the explicit/direct meaning of a word (denotation) • Identify the secondary meaning of a word (connotation) 	<p>6.L.5</p> <p>Writing is enhanced by the use of figures of speech (personification, alliteration, simile, metaphor, hyperbole, irony, onomatopoeia, puns, etc.).</p> <p>Knowing relationships between words can help to better understand each word.</p> <p>Words with similar definitions may have different connotations.</p>	<p>6.L.5</p> <p>Students understand the nuanced, unspoken, and non-literal meanings of language.</p> <p>Students may benefit from participating in activities that require them to determine the relative strength, meaning, or relationship between words.</p> <p>Possible activities to attain this goal include word study of synonyms and antonyms, analogies, and practice with language tools including the dictionary and thesaurus.</p> <p>Students should be asked to apply their understanding more directly to their reading and writing by analyzing how word choice impacts the meaning of a text.</p>
<p>6.L.6</p> <ul style="list-style-type: none"> • Identify, understand, and use general academic terms and phrases • Identify, understand, and use domain-specific terms and phrases • Independently build 	<p>6.L.6</p> <p>The meaning and use of accurate words and phrases are important to the comprehension of academic and domain-specific words.</p> <p>The application and usage of vocabulary when considering words</p>	<p>6.L.6</p> <p>Students must effectively understand and apply conversational, academic, and domain-specific vocabulary. A language-rich classroom may incorporate these words and phrases in a variety of ways.</p>

<p>vocabulary knowledge</p>	<p>and phrases is important to comprehension of expressions.</p> <p>Strategies are needed to interpret unknown words and their meanings.</p>	<p>Academic vocabulary may be taught and modeled through classroom assignments. For instance, students may require practice with the process of analyzing. Work like this may include analyzing of a variety of texts – pictures, poems, and directions.</p> <p>Domain-specific vocabulary may be displayed throughout the classroom, such as on a word wall, and routinely referenced during instruction.</p> <p>Students need strategies to interpret unknown words and their meanings. These skills may take the forms of using context clues, understanding Greek and Latin roots, and applying grammatical knowledge of function and form.</p> <p>Effectively understand and apply conversational, academic, and domain-specific vocabulary in a variety of ways.</p>
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Student Friendly Language
<p>6.L.4 I can figure out the meaning of unknown and multiple meaning words by using the strategies I've learned for sixth grade reading and content. I can use context clues to figure out what words mean. I can use what I know about Greek and Latin roots as clues to the meanings of words. I can use different reference materials (both print and digital) to find the pronunciation, part of speech, or meaning of a word. I can make a guess about what a word means and then check my understanding using reference materials.</p> <p>6.L.5 I can show that I understand the deeper meanings of words and phrases. I can discover the meaning of figurative language (similes, metaphors, personification, idioms, hyperboles, onomatopoeia, puns, or oxymorons) by using context clues. I can use the relationships between words to help me better understand each of the individual words (ex, cause/effect, part/whole). I can understand the differences between words with very similar definitions.</p> <p>6.L.6 I can learn and correctly use sixth grade appropriate words and phrases. I can gain knowledge of vocabulary when discovering new words to help me understand and express meaning.</p>

Key Vocabulary		
<p>6.L.4</p> <ul style="list-style-type: none"> ● Context clues ● Root word ● Prefix 	<p>6.L.5</p> <ul style="list-style-type: none"> ● Figurative language: simile, metaphor, idiom, personification, 	<p>6.L.6</p> <ul style="list-style-type: none"> ● Academic words ● Domain specific words ● Vocabulary

<ul style="list-style-type: none"> ● Suffix ● Consult ● Reference materials ● Dictionary ● Thesaurus ● Glossary ● Pronunciation ● Verify ● Context 	<p>onomatopoeia, alliteration, hyperbole, pun, etc.</p> <ul style="list-style-type: none"> ● Figures of speech ● Context clues ● Nuances ● Relationship between words ● Connotation ● Denotation ● Association ● Negative ● Positive ● Neutral 	<ul style="list-style-type: none"> ● Comprehension ● Expression
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Relevance and Applications: How might the skills in the standards be applied at home, on the job or in a real-world, relevant context?

We need to learn this in order to understand when we encounter a variety of unknown words in all aspects of our lives. For example, we may have to use context clues to determine the meaning of a word or phrase in a newspaper article, magazine article, internet article, textbook, something on a social network, email, etc.

Resources

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

Achievement Level Descriptors

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6.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

6.L.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.

Level 1	Level 2	Level 3	Level 4
<p>While reading grade-level texts and writing/revising texts, students should be able to</p> <ul style="list-style-type: none"> • Minimally identify 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 minimally interpret intent of figurative language and use of literary devices. • Use, with significant support, basic language and vocabulary and an emerging style appropriate to the purpose and audience. 	<p>While reading grade-level texts and writing/revising texts, students should be able to</p> <ul style="list-style-type: none"> • Partially 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 partially determine or interpret intent of figurative language and use of literary devices. • Partially use, with minimal support, some precise language and vocabulary and develop style appropriate to the purpose and audience. 	<p>While reading grade-level texts and writing/revising texts, students should be able to</p> <ul style="list-style-type: none"> • 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 intent or impact of figurative language and use of literary devices. • Adequately use a broad range of precise language, vocabulary, and style appropriate to the purpose and audience. 	<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 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 evaluate or interpret intent or impact of figurative language and use of literary devices. • Thoroughly use an extensive range of language, vocabulary, and effective style appropriate to the purpose and audience.