SD State Standards Disaggregated English Language Arts

Strand:	Language	Anchor Standard:	Vocabulary Acquisition and Use	Grade level:	9-10

Standards Relating to Vocabulary Acquisition and Use

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 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).

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.

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.

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 are different ways to determine meaning of words? Why is it important to understand figures of speech and nuance? Why should learners acquire and use subject-specific language? Why do learners need to independently acquire new language?	People need to be able to independently determine and clarify word meanings, understand figurative language, and acquire new language (including subject-specific words and phrases) so that we read, write, speak, and listen at the appropriate level.

Learning Progression: Vocabulary Acquisition and Use (9-10.L.4 9-10.L.5 9-10.L.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
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.	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 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).	11-12.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 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 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., conceive, conception, conceivable). 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, its etymology, or its standard usage. 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).
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.	11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.

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| 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. | 11-12.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. |

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**

9-10.L.4
● Definition
● Contextual evidence
● Context clues
● Reference materials
  ○ Dictionary
  ○ Thesaurus
  ○ Glossary
  ○ Footnotes
● Precise meaning
● Parts of speech
● Etymology
● Root words
● Suffixes
● Prefixes
	9-10.L.4
	There are multiple ways to determine a word's precise meaning, part of speech, or its etymology (such as checking for context clues or reference materials).
	
	Reference materials can help to determine the definition of an unknown word.
	
	In order to understand the text's true meaning, all vocabulary must be correctly determined.
	
	A word's meaning can change depending on how it is used within a sentence.
	
	Knowing the origin of a word can aid in understanding other textual devices (such as allusions, figures of speech, etc.).
		9-10.L.4
		Use context clues to aid in determining the meaning of a word.
		
		Consult various reference materials to confirm the precise meaning of a word.
		
		Choose the correct definition for a word with multiple meanings based on the way it is used in the context of the writing.

9-10.L.5 ● Figurative language ● Simile ● Metaphor ● Personification ● Symbol ● Paradox ● Oxymoron ● Euphemism ● Connotation ● Denotation ● Nuance	**9-10.L.5** There is a difference between connotative and denotative meanings of words. Interpreting figurative language is important to understanding the overall meaning and its effect on writing. There are many nuances of language.	**9-10.L.5** Analyze the effect of figurative language in pieces of literature or nonfiction. Analyze symbols and their meanings within a text. Explain the nuances of language in a piece of writing. Use figurative language when speaking and writing.

9-10.L.6	9-10.L.6	9-10.L.6
- Academic words and phrases - Subject-specific words and phrases - College and career readiness - Vocabulary knowledge - Comprehension - Diction - Jargon	Each subject area has vocabulary specific to its discipline. Words in one subject area may mean something else in another subject area. Accurate vocabulary use is important for reading, writing, speaking, and listening skills. Formal (academic) language differs from spoken (social) language.	Acquire and use general academic and subject-specific vocabulary. Develop vocabulary to obtain reading, writing, speaking, and listening skills for college and career readiness. Demonstrate the use of vocabulary comprehension skills when considering an unfamiliar word or phrase. Research and define unfamiliar words when working independently.

Student Friendly Language

9-10.L.4
I can use various print sources (such as a dictionary, a thesaurus, or a glossary) to determine the meaning and pronunciation of an unknown word.
I can use *dictionary.com*, or a similar digital tool, to aid in determining pronunciation, part of speech, and history of a word.
I can use context clues to determine the meaning of an unknown word.
I can use context clues to determine which definition is correct.

9-10.L.5
I can explain the impact of figurative language on a piece of writing.
I can explain how word relationships impact a piece of writing.
I can use words in context to figure out unknown words.
I can explain the difference between connotative nuances and denotative definitions of words.

9-10.L.6
I can properly find and use formal language and subject-specific vocabulary so I'm ready for college or my career.
I can figure out unfamiliar vocabulary terms on my own in order to understand what I'm reading.

Key Vocabulary

9-10.L.4	9-10.L.5	9-10.L.6
- Etymology - Contextual evidence - Context clues - Root words - Prefixes - Suffixes - Print and digital resources - Inferred	- Simile - Metaphor - Personification - Symbol - Paradox - Oxymoron - Euphemism - Connotation - Denotation - Nuance	- Formal language - Diction - Jargon - Subject-specific language - College and career readiness.

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 will be required to determine the meaning of task-specific jargon in many situations, such as when we read directions for a job, an instruction manual, or even when using a recipe.

We will need to use precise language in everyday writing tasks, such as communications with a co-worker or a superior.

We need to understand the nuances of words in order to understand the finer aspects of good writing.

We can understand references and allusions in modern culture (like high-level comedy or historical documentaries).

We need to acquire vocabulary knowledge for college and career readiness.

We need to be able to independently figure out unfamiliar vocabulary in order to comprehend higher-level texts or job-related information. For example, when reading a report, technical memo, or email from a superior, we will need to be able to comprehend the vocabulary.

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 and higher texts and writing/revising texts, students should be able to
• Determine, with guided support, intended meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple-word analysis strategies or	• Determine, with some support, intended meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple-word analysis strategies or	• Adequately determine intended or precise meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple-word analysis strategies or	• Thoroughly determine intended, precise or nuanced meanings of words including academic words, domain-specific words, and connotation/denotation using context and multiple-word analysis strategies or

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resources effectively, with a primary focus on the academic vocabulary, consulting general and specialized reference materials to find the pronunciation and clarify precise meaning. • Minimally determine, with guided support, the figurative and connotative meanings of some words and phrases. • Minimally use precise language and simplistic syntax, vocabulary, and style that show minimum attention to the purpose and audience.	resources effectively, with a primary focus on the academic vocabulary, consulting general and specialized reference materials to find the pronunciation and clarify precise meaning, parts of speech, and etymology. • Partially determine the figurative and connotative meanings of words and phrases used in context and the obvious impact(s) of those word choices on meaning and/or tone. • Partially use precise and some varied syntax, vocabulary, and style that show limited attention to the purpose and audience.	resources effectively, with a primary focus on the academic vocabulary, consulting general and specialized reference materials to find the pronunciation and clarify precise meaning, parts of speech, and etymology. • Adequately determine and analyze the figurative and connotative meanings of words and phrases used in context and explain the impact(s) of those word choices on meaning and tone. • Adequately use precise and varied syntax, vocabulary, and style appropriate to the purpose and audience.	resources effectively, with a primary focus on the academic vocabulary, consulting general and specialized reference materials to find the pronunciation and clarify precise meaning, parts of speech, and etymology. • Thoroughly determine, analyze, and critique the figurative and connotative meanings of words and phrases used in context and explain the impact(s) of those word choices on meaning and tone. • Thoroughly use vivid, precise and varied syntax, vocabulary, and style appropriate to the purpose and audience.