SD State Standards Disaggregated English Language Arts

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

Standards Relating to Vocabulary Acquisition and Use

K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
   a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
   b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings.
   a. Sort common objects into categories to gain a sense of the concepts the categories represent.
   b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposite (antonyms).
   c. Identify real-life connections between words and their use
   d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.

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)*
Why is it important to know multiple meanings of a word?	Knowing that words can have multiple meanings helps in reading comprehension.
Why is it important to understand word relationships?	Understanding word relationships aids in reading comprehension.
Why is vocabulary essential in conversations, reading and learning experiences?	Vocabulary helps convey ideas and understanding of conversations.

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

N/A	**K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**
	   a. **Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to**
		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.
		   a. Use sentence-level context as as clue to the meaning of a word or phrase.

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	duck). **b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.**	b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
N/A	**K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings.** **a. Sort common objects into categories to gain a sense of the concepts the categories represent.** **b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposite (antonyms).** **c. Identify real-life connections between words and their use** **d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.**	**1.L.5** With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings. a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Identify real-life connections between words and their use. 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.
N/A	**K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.**	**1.L.6** Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.

Rigor and Cognitive Complexity		
Know **(Factual)**	**Understand** **(Conceptual)** **The students will understand that:**	**Do** **(Procedural/ Application)**
K.L.4 ● Prefixes ● Suffixes ● Multiple meaning	**K.L.4** Word meanings change depending on the context. Prefixes and suffixes change the meaning of words. Correctly applying vocabulary is important.	**K.L.4** Apply newly acquired vocabulary in conversations. Use simple homophones in conversations.
K.L.5	**K.L.5**	**K.L.5**

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● Sort ● Categories ● Opposite	Words are related to other words. Words describe things in my environment. Words describe actions.	Sort objects into categories. Identify opposites. Describe real places. Act out words to show their different meanings
K.L.6 ● Words ● Phrases ● Conversations	**K.L.6** Learning words and phrases can be acquired through reading and listening to books. Learning words and phrases can be acquired by listening and talking to others.	**K.L.6** Use new words and phrases in conversation. Use new words and phrases in writing.

Student Friendly Language

K.L.4
I can use words with more than one meaning correctly.
I can learn new meanings for words I know.
I can use prefixes and suffixes as a clue to figure out what words mean.

K.L.5
I can sort objects into categories.
I can identify opposites.
I can show how one action is different from another by acting them out.

K.L.6
I can use new words and phrases I have learned from text.
I can use new words and phrases by listening to others (conversations).
I can learn new words and phrases by reading books.
I can learn new words and phrases by being read to.

Key Vocabulary

K.L.4	**K.L.5**	**K.L.6**
● Prefixes ● Suffixes ● Homophones ● Vocabulary	● Word relationships ● Categories ● Antonyms ● Objects ● Verbs ● Adjectives ● Opposites ● Describe	● Words ● Phrases ● Conversations ● Text ● Reading

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

Readers can explain what they have read to others.
We use vocabulary to explain what we need, want, or understand.
We can act out a word to show what it means, and how it is different from another word.

Resources

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

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Achievement Level Descriptors

Vocabulary Acquisition and Use:

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K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings.
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K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.

Level 1	Level 2	Level 3	Level 4
While reading grade-level texts and writing/revising texts, students should be able to, with significant support,	While reading grade-level texts and writing/revising texts, students should be able to, with minimal support,	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
• Minimally use strategies to determine or clarify meaning of unknown and multi-meaning words and phrases.	• Partially use strategies to determine or clarify meaning of unknown and multi-meaning words and phrases.	• Adequately use strategies to determine or clarify meaning of unknown and multi-meaning words and phrases.	• Thoroughly use multiple strategies to determine or clarify meaning of unknown and multi-meaning words and phrases.
• Minimally demonstrate understanding of word relationships and subtle differences in words and identifying real life connections with words in text.	• Partially demonstrate understanding of word relationships and subtle differences in words and identifying real life connections with words in text.	• Demonstrate understanding of word relationships and subtle differences in words and identifying real life connections with words in text.	• Thoroughly demonstrate understanding of word relationships and subtle differences in words and identifying real life connections with words in text.
• Minimally use grade appropriate words and phrases to ask questions and convey ideas.	• Partially use grade appropriate words and phrases to ask questions and convey ideas.	• Use accurate grade appropriate words and phrases to ask questions and convey ideas.	• Thoroughly use accurate grade appropriate words and phrases to ask questions and convey ideas.

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