

## SD State Standards Disaggregated English Language Arts

|                |          |                         |                                |                     |       |
|----------------|----------|-------------------------|--------------------------------|---------------------|-------|
| <b>Strand:</b> | Language | <b>Anchor Standard:</b> | Vocabulary Acquisition and Use | <b>Grade level:</b> | 11-12 |
|----------------|----------|-------------------------|--------------------------------|---------------------|-------|

### Standards Relating to Vocabulary Acquisition and Use

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).

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.

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.

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

| <p style="text-align: center;"><b><i>Essential Questions</i></b><br/><i>(Drive Intellectual Curiosity-The Hook)</i></p>           | <p style="text-align: center;"><b><i>Big Idea Statements</i></b><br/><i>(What students need to discover)</i></p>  |
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| <p>How do students determine or clarify the meaning of unknown words and phrases, or words with multiple meanings?</p>            | <p>Students can use context clues, word patterns, parts of speech, reference materials, and inferences to determine or clarify the meanings of words and phrases.</p> |
| <p>Why is it important to demonstrate understanding of figurative language, word relationships, and nuances in word meanings?</p> | <p>Students should be able to independently interpret new text.</p>   |
| <p>Why is it important to acquire and accurately use academic and subject-specific words and phrases?</p>                         | <p>Students will be more college and career ready when they can demonstrate independence in building academic and subject-specific vocabularies.</p>                  |

**Learning Progression: Vocabulary Acquisition and Use (11-12.L.4 11-12.L.5 11-12.L.6)**

| Correlating Standard in Previous Year   | Number Sequence & Standard   | Correlating Standard in Following Year |
|---|--|--|
| <p>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.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>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.</li> <li>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).</li> </ul> | <p><b>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.</b></p> <ul style="list-style-type: none"> <li><b>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></li> <li><b>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</b></li> <li><b>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.</b></li> <li><b>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).</b></li> </ul> | <p>N/A</p>                             |
| <p>9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>b. Analyze nuances in the meaning of words with similar denotations.</li> </ul>   | <p><b>11-12.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <ul style="list-style-type: none"> <li><b>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</b></li> <li><b>b. Analyze nuances in the meaning of words with similar denotations.</b></li> </ul>   | <p>N/A</p>                             |
| <p>9-10.L.6 Acquire and accurately use general academic and subject-specific words and phrases, sufficient for reading, writing, speaking, and listening at</p>   | <p><b>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;</b></p>  | <p>N/A</p>                             |

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| the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <b>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b> |  |
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| <b>Rigor and Cognitive Complexity</b>   |   |   |
|---|---|---|
| <b>Know<br/>(Factual)</b>   | <b>Understand<br/>(Conceptual)<br/>The students will understand that:</b>   | <b>Do<br/>(Procedural/ Application)</b>   |
| <p><b>11-12.L.4</b></p> <ul style="list-style-type: none"> <li>Context</li> <li>Parts of speech</li> <li>Connotation</li> <li>Denotation</li> <li>Etymology</li> <li>Standard usage</li> <li>Irregular usage</li> <li>Inference</li> <li>Print references</li> <li>Online references</li> <li>Glossary</li> <li>Word patterns</li> <li>Vernacular</li> </ul> <p><b>11-12.L.5</b></p> <ul style="list-style-type: none"> <li>Hyperbole</li> <li>Onomatopoeia</li> <li>Simile</li> <li>Metaphor</li> <li>Personification</li> <li>Idiom</li> <li>Euphemism</li> <li>Nuance</li> <li>Oxymoron</li> <li>Analyze</li> <li>Interpret</li> <li>Paradox</li> <li>Connotation</li> <li>Denotation</li> </ul> <p><b>11-12.L.6</b></p> <ul style="list-style-type: none"> <li>Trusted resources</li> <li>Subject-specific vocabulary</li> <li>Academic language</li> </ul> | <p><b>11-12.L.4</b></p> <p>Meanings of unfamiliar words can be determined from context.</p> <p>Words and meanings of words develop and change over time and across borders and languages.</p> <p>A word's use in a sentence or paragraph influences its meaning.</p> <p>Words can be used in multiple ways to achieve layers of meaning.</p> <p><b>11-12.L.5</b></p> <p>Figurative language, word relationships, and nuances convey meaning and maintain reader interest.</p> <p>Figurative language is not intended to be interpreted in a literal sense.</p> <p>Word relationships affect the meaning of text.</p> <p><b>11-12.L.6</b></p> <p>Different content areas use specific terminology.</p> <p>Using trusted resource materials may improve reading comprehension, writing ability, speaking quality, and listening skills.</p> <p>Extending vocabulary will help in understanding subject matter and expressing ideas.</p> | <p><b>11-12.L.4</b></p> <p>Select the appropriate meaning of a word in its context.</p> <p>Differentiate between connotation and denotation of a word in context.</p> <p>Use trusted reference materials to find meaning, part of speech, etymology, and standard usage.</p> <p>Use a variety of strategies to verify meanings of unknown words.</p> <p><b>11-12.L.5</b></p> <p>Analyze the role of figurative language within a text.</p> <p>Analyze the effect of nuances in writing and speech.</p> <p>Determine the meaning of figurative language (idioms, metaphors, similes, etc.).</p> <p><b>11-12.L.6</b></p> <p>Define and analyze key terms for a given subject matter.</p> <p>Identify and assess all essential vocabulary for a given field of study.</p> <p>Independently use trusted reference materials to identify meanings, origins, and relationships of unfamiliar words.</p> |

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|  | Identifying essential vocabulary is crucial for success in the workforce and college setting. |  |
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**Student Friendly Language**

**11-12.L.4**

I can use the words surrounding an unfamiliar word to judge its potential meaning(s).  
 I can apply an understanding of roots, suffixes, and prefixes to connect words I know to unknown words.  
 I can identify the meaning of an unfamiliar word by seeing it as a different form of a known word.  
 I can identify the part of speech of a word, and apply changes in wording, spelling, or sentence structure to recognize the meaning of any form of a related word.  
 I can find the history of a word to reveal both implied and stated meanings of an unknown word (ex: wyrd, weird).  
 I can use trusted reference materials to understand an unknown word or to verify previous judgments of an unknown word.

**11-12.L.5**

I can interpret and analyze figurative language.  
 I can explain subtle differences in word meanings.

**11-12.L.6**

I can acquire, use, and extend words specific to a given content in my reading, writing, speaking, and listening.  
 I can independently find and use trusted resource materials.

**Key Vocabulary**

**11-12.L.4**

- Inference
- Context clues
- Etymology
- Multiple-meaning words
- Parts of speech
- Connotation
- Denotation
- Standard usage
- Irregular usage
- Print references
- Online references
- Glossary
- Word patterns
- Vernacular

**11-12.L.5**

- Nuance
- Hyperbole
- Idiom
- Euphemism
- Oxymoron
- Onomatopoeia
- Simile
- Metaphor
- Personification
- Analyze
- Interpret
- Paradox
- Connotation
- Denotation

**11-12.L.6**

- Subject specific
- Academic language
- Independent
- Comprehension

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

True comprehension requires knowledge of the ways in which the words in the English language can be manipulated for purpose, intention, and audience.

We are constantly exposed to information and will encounter unfamiliar words.

The ability to make an on-the-spot inference of meaning will be necessary throughout life.

Use of figurative language appeals to the imagination and therefore provides new ways of looking at the world.

Everyone needs to have the skills to independently identify word meaning and usage.

Independently acquiring and using vocabulary is essential for college and career readiness.

### **Resources**

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

## Achievement Level Descriptors

### Vocabulary Acquisition and Use:

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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.

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.

| 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"> <li>• 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 resources effectively, with a primary focus on the academic vocabulary.</li> <li>• Minimally determine, with guided support, the figurative and connotative meanings of some words and phrases.</li> <li>• Minimally use precise language and simplistic syntax, vocabulary, and style that show minimum attention to the purpose and audience.</li> </ul> | <p>While reading grade-level texts and writing/revising texts, students should be able to</p> <ul style="list-style-type: none"> <li>• 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 resources effectively, with a primary focus on the academic vocabulary.</li> <li>• 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.</li> <li>• Partially use precise and some varied syntax, vocabulary, and style that</li> </ul> | <p>While reading grade-level texts and writing/revising texts, students should be able to</p> <ul style="list-style-type: none"> <li>• 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 resources effectively, with a primary focus on the academic vocabulary.</li> <li>• Adequately determine and analyze the figurative and connotative meanings of words and phrases used in context, including nuances in the meanings of words with similar denotations, and explain the impact(s) of those word choices on meaning and tone.</li> </ul> | <p>While reading grade-level texts and writing/revising texts, students should be able to</p> <ul style="list-style-type: none"> <li>• 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 resources effectively, with a primary focus on the academic vocabulary.</li> <li>• Thoroughly determine, analyze, and critique the figurative and connotative meanings of words and phrases used in context, including nuances in the meanings of words with similar denotations, and explain the impact(s) of those word choices on meaning and tone.</li> </ul> |

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|  | show limited attention to the purpose and audience. | • Adequately use precise and varied syntax, vocabulary, and style appropriate to the purpose and audience. | • Thoroughly use vivid, precise and varied syntax, vocabulary, and style appropriate to the purpose and audience. |
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