

## SD State Standards Disaggregated English Language Arts

<b>Strand:</b>	Language	<b>Anchor Standard:</b>	Vocabulary Acquisition and Use	<b>Grade level:</b>	1
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### Standards Relating to Vocabulary Acquisition and Use

**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.
- 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).

**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.

**1.L.6** Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.

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

<i><b>Essential Questions</b></i> <i>(Drive Intellectual Curiosity-The Hook)</i>	<i><b>Big Idea Statements</b></i> <i>(What students need to discover)</i>
How can the meaning of words and phrases be clarified and determined?	Using different strategies helps students determine and clarify the meaning of words and phrases.
What are different ways to understand word meanings and relationships?	Understanding word relationships and subtle differences in word meanings, helps students learn new words.
How can ideas be conveyed clearly?	Using appropriate words, phrases, and conjunctions helps students convey ideas clearly.

### Learning Progression: Vocabulary Acquisition and Use (1.L.4 1.L.5 1.L.6)

Correlating Standard in Previous Year	Number Sequence & Standard	Correlating Standard in Following Year
K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. <ol style="list-style-type: none"> <li>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird)</li> </ol>	<p><b>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.</b></p> <ol style="list-style-type: none"> <li>a. <b>Use sentence-level context as as clue to the meaning of a word or phrase.</b></li> <li>b. <b>Use frequently occurring affixes as a clue to the meaning of a</b></li> </ol>	2.L.4 Determine the meaning of unknown and multiple-meaning words and phrases based on grade level content using flexible strategies. <ol style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of</li> </ol>

<p>and learning the verb to duck).</p> <p>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.</p>	<p><b>word.</b></p> <p><b>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</b></p>	<p>words when a prefix is added (e.g., happy/unhappy, tell/retell).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>e. Use print and digital reference materials to determine or clarify the meaning of words and phrases.</p>
<p>K.L.5 With prompting and support, explore word relationships and subtle differences in word meanings.</p> <p>a. Sort common objects into categories to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposite (antonyms).</p> <p>c. Identify real-life connections between words and their use</p> <p>d. Distinguish between verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<p><b>1.L.5 With guidance and support, demonstrate understanding of word relationships and subtle differences in word meanings.</b></p> <p><b>a. Sort words into categories to gain a sense of the concepts the categories represent.</b></p> <p><b>b. Define words by category and by one or more key attributes.</b></p> <p><b>c. Identify real-life connections between words and their use.</b></p> <p><b>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.</b></p>	<p>2.L.5 Demonstrate understanding of word relationships and subtle differences in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish subtle differences among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>
<p>K.L.6 Use vocabulary acquired through conversations, reading, and learning experiences, to ask questions and convey ideas.</p>	<p><b>1.L.6 Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.</b></p>	<p>2.L.6 Use acquired words and phrases, including adjectives and adverbs, to convey ideas precisely.</p>

<b>Rigor and Cognitive Complexity</b>		
<b>Know (Factual)</b>	<b>Understand (Conceptual)</b> The students will understand that:	<b>Do (Procedural/ Application)</b>
<p><b>1.L.4</b></p> <ul style="list-style-type: none"> <li>Root words</li> </ul>	<p><b>1.L.4</b></p> <p>The context of a sentence determines</p>	<p><b>1.L.4</b></p> <p>Apply multiple strategies to determine</p>

<ul style="list-style-type: none"> <li>● Inflectional endings</li> <li>● Words with multiple meanings</li> <li>● Context clues</li> <li>● Affixes</li> </ul> <p><b>1.L.5</b></p> <ul style="list-style-type: none"> <li>● Definitions of verbs and adjectives</li> <li>● Categorize words</li> <li>● Real-life connections</li> <li>● Attributes</li> </ul> <p><b>1.L.6</b></p> <ul style="list-style-type: none"> <li>● A phrase is part of a sentence.</li> <li>● Conjunctions</li> </ul>	<p>the meaning of an unknown word or phrase.</p> <p>Affixes help determine the meaning of an unknown word.</p> <p>Root words can have inflectional endings.</p> <p><b>1.L.5</b></p> <p>There are basic but varying relationships between words and their meanings.</p> <p>Words can be sorted into categories.</p> <p>Words can be described by attributes.</p> <p>Words have real-life meanings.</p> <p>Verbs and adjectives may have similar meanings.</p> <p><b>1.L.6</b></p> <p>Words and phrases connect thoughts and ideas.</p> <p>Conjunctions connect words, phrases, or sentences.</p>	<p>the meaning of unknown words.</p> <p>Recognize and use words with affixes and their meanings.</p> <p>Identify root words and their inflectional forms.</p> <p><b>1.L.5</b></p> <p>Sort words into categories.</p> <p>Define words based on their category and 1-2 key attributes.</p> <p>Identify connections between words and their use.</p> <p>Distinguish slight differences between verb meanings and adjective meanings.</p> <p><b>1.L.6</b></p> <p>Use conjunctions, words, or phrases when speaking or writing to express ideas.</p>
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<b>Student Friendly Language</b>		
<p><b>1.L.4</b></p> <p>I can use context clues to help me know the meaning of a word or phrase.</p> <p>I can use affixes to help me understand what the word means.</p> <p>I can find root words and inflectional endings to help me understand what the word means.</p> <p><b>1.L.5</b></p> <p>I can sort and define the meaning of words in a category in one or more ways.</p> <p>I know the meanings of words by using them in my life.</p> <p>I know the difference between similar meanings of verbs and adjectives.</p> <p><b>1.L.6</b></p> <p>I can convey my ideas by using conjunctions to connect words and phrases.</p>		

<b>Key Vocabulary</b>		
<p><b>1.L.4</b></p> <ul style="list-style-type: none"> <li>● Root words</li> <li>● Affixes</li> <li>● Inflectional endings</li> <li>● Context clues</li> </ul>	<p><b>1.L.5</b></p> <ul style="list-style-type: none"> <li>● Verbs</li> <li>● Adjectives</li> <li>● Similar</li> <li>● Different</li> <li>● Sort</li> <li>● Real-life connections</li> <li>● Key attributes</li> <li>● Categories</li> </ul>	<p><b>1.L.6</b></p> <ul style="list-style-type: none"> <li>● Conjunctions</li> <li>● Phrase relationships</li> </ul>

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

Using multiple strategies helps us determine unfamiliar words and phrases.

Knowing word relationships and differences in words help us understand unfamiliar words.

Our ideas and thoughts can be conveyed clearly by using the appropriate conjunctions.

### Resources

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

## Achievement Level Descriptors

### Vocabulary Acquisition and Use:

**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.

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- c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

**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.

**1.L.6** Use words and phrases, including frequently occurring conjunctions to convey ideas precisely.

Level 1	Level 2	Level 3	Level 4
<p>In grade-level texts, with significant prompting and support, students should be able to</p> <ul style="list-style-type: none"> <li>•Choose a strategy to minimally determine or clarify the meaning of few unknown and multiple-meaning words and phrases: sentence-level context; frequently occurring affixes; frequently occurring root words and their inflectional forms.</li> </ul>	<p>In grade-level texts, with prompting and support, students should be able to</p> <ul style="list-style-type: none"> <li>•Choose a strategy to partially determine or clarify the meaning of some unknown and multiple-meaning words and phrases: sentence-level context; frequently occurring affixes; frequently occurring root words and their inflectional forms.</li> </ul>	<p>In grade-level texts, with prompting and support, students should be able to</p> <ul style="list-style-type: none"> <li>•Choose a strategy to determine or clarify the meaning of unknown and multiple-meaning words and phrases: sentence-level context; frequently occurring affixes; frequently occurring root words and their inflectional forms.</li> </ul>	<p>In grade-level and higher texts, students should be able to</p> <ul style="list-style-type: none"> <li>•Choose a strategy to thoroughly determine or clarify the meaning of unknown and multiple-meaning words and phrases: sentence-level context; frequently occurring affixes; frequently occurring root words and their inflectional forms.</li> </ul>

<ul style="list-style-type: none"> <li>•Demonstrate minimal understanding of few word relationships and subtle differences in word meanings: Sort words into categories to gain a sense of the concepts the categories represent, define words by category and by one or more key attributes, identify real-life connections between words and their use, distinguish differences among verbs and adjectives with similar meanings by defining, choosing, or acting out the meanings.</li> <li>•Use few words and phrases, including conjunctions, to convey ideas.</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate partial understanding of some word relationships and subtle differences in word meanings: Sort words into categories to gain a sense of the concepts the categories represent, define words by category and by one or more key attributes, identify real-life connections between words and their use, distinguish differences among verbs and adjectives with similar meanings by defining, choosing, or acting out the meanings.</li> <li>•Use some words and phrases, including conjunctions precisely.</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate understanding of word relationships and subtle differences in word meanings: Sort words into categories to gain a sense of the concepts the categories represent, define words by category and by one or more key attributes, identify real-life connections between words and their use, distinguish differences among verbs and adjectives with similar meanings by defining, choosing, or acting out the meanings.</li> <li>•Use words and phrases, including conjunctions precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate thorough understanding of word relationships and subtle differences in word meanings: Sort words into categories to gain a sense of the concepts the categories represent, define words by category and by one or more key attributes, identify real-life connections between words and their use, distinguish differences among verbs and adjectives with similar meanings by defining, choosing, or acting out the meanings.</li> <li>•Use words and phrases, including conjunctions, thoroughly and precisely.</li> </ul>
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