### 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?

<table>
<thead>
<tr>
<th><strong>Essential Questions</strong> (Drive Intellectual Curiosity-The Hook)</th>
<th><strong>Big Idea Statements</strong> (What students need to discover)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is it important to know multiple meanings of a word?</td>
<td>Knowing that words can have multiple meanings helps in reading comprehension.</td>
</tr>
<tr>
<td>Why is it important to understand word relationships?</td>
<td>Understanding word relationships aids in reading comprehension.</td>
</tr>
<tr>
<td>Why is vocabulary essential in conversations, reading and learning experiences?</td>
<td>Vocabulary helps convey ideas and understanding of conversations.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Correlating Standard in Previous Year</th>
<th>Number Sequence &amp; Standard</th>
<th>Correlating Standard in Following Year</th>
</tr>
</thead>
</table>
| 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 duck). | 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 a clue to the meaning of a word or phrase. |

ELA Unpacked Standards 2018
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.

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

**Rigor and Cognitive Complexity**

<table>
<thead>
<tr>
<th>Know (Factual)</th>
<th>Understand (Conceptual)</th>
<th>Do (Procedural/ Application)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K.L.4</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Prefixes</td>
<td>K.L.4</td>
<td>K.L.4</td>
</tr>
<tr>
<td>• Suffixes</td>
<td></td>
<td>Apply newly acquired vocabulary in conversations.</td>
</tr>
<tr>
<td>• Multiple meaning</td>
<td></td>
<td>Use simple homophones in conversations.</td>
</tr>
</tbody>
</table>

**Note:**
- N/A indicates not applicable.
- The table is structured to reflect the unpacking of ELA standards for the 2018-2019 academic year, focusing on strategies for understanding word relationships and vocabulary acquisition.
<table>
<thead>
<tr>
<th>K.L.6</th>
<th>Words are related to other words.</th>
<th>Learn new words and phrases by being read to.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Words describe things in my</td>
<td>Use new words and phrases in writing.</td>
</tr>
<tr>
<td></td>
<td>environment.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Words describe actions.</td>
<td></td>
</tr>
<tr>
<td>RETO</td>
<td>Learning words and phrases can</td>
<td></td>
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<tr>
<td></td>
<td>be acquired through reading and</td>
<td></td>
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<tr>
<td></td>
<td>listening to books.</td>
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<td></td>
<td>be acquired by listening and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>talking to others.</td>
<td></td>
</tr>
</tbody>
</table>

### 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**

- Prefixes
- Suffixes
- Homophones
- Vocabulary

**K.L.5**

- Word relationships
- Categories
- Antonyms
- Objects
- Verbs
- Adjectives
- Opposites
- Describe

**K.L.6**

- 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](https://doe.sd.gov/octe/ELA-resources.aspx)
**Achievement Level Descriptors**

**Vocabulary Acquisition and Use:**

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

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