

**Main Criteria:** Spelling Classroom  
**Secondary Criteria:** Iowa Core  
**Subject:** Language Arts  
**Grades:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

## Spelling Classroom

### Scrambled Sentences

Summary: Drag and drop the words to form a correct sentence before the time runs out.

Iowa Core  
Language Arts  
Grade 1 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RI.1.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.1.4.</b>	<b>Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) (DOK 1,2)</b>
<b>STRAND / COURSE</b>	<b>IA.RF.1.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.1.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>RF.1.4.c.</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4) (DOK 1)</b>
<b>STRAND / COURSE</b>	<b>IA.L.1.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.1.c.</b>	<b>Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1) (DOK 1)</b>
<b>STRAND / COURSE</b>	<b>IA.L.1.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.1.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.4.a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4) (DOK 2)</b>
<b>STRAND / COURSE</b>	<b>IA.L.1.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.1.5.</b>	<b>With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.1.5.c.</b>	<b>Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5) (DOK 2)</b>
<b>STRAND / COURSE</b>	<b>IA.L.1.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>

DETAILED DESCRIPTOR	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (L.1.6) (DOK 1,2)
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**Iowa Core  
Language Arts**

Grade 2 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RI.2.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
DETAILED DESCRIPTOR	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (RI.2.4) (DOK 2)
<b>STRAND / COURSE</b>	<b>IA.RF.2.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
DETAILED DESCRIPTOR	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension
GRADE LEVEL EXPECTATION	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.2.4) (DOK 1)
<b>STRAND / COURSE</b>	<b>IA.L.2.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.2.1.f.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (L.2.1) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.L.2.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
GRADE LEVEL EXPECTATION	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.2.4) (DOK 2)
<b>STRAND / COURSE</b>	<b>IA.L.2.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (L.2.5) (DOK 2)
<b>STRAND / COURSE</b>	<b>IA.L.2.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (L.2.6) (DOK 2)

**Iowa Core  
Language Arts**

Grade 3 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (RI.3.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>GRADE LEVEL EXPECTATION</b>	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4) (DOK 1,2)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
<b>GRADE LEVEL EXPECTATION</b>	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
<b>GRADE LEVEL EXPECTATION</b>	L.3.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). (L.3.5) (DOK 1,2,3)
<b>GRADE LEVEL EXPECTATION</b>	L.3.5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (L.3.5) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). (L.3.6) (DOK 1,2)

Iowa Core  
Language Arts  
Grade 4 - Adopted: 2016

<b>STRAND / COURSE</b>	<b>IA.RI.4.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (RI.4.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.RF.4.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>GRADE LEVEL</b>	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding,

EXPECTATION		rereading as necessary. (RF.4.4) (DOK 1,2)
STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.4.1.f.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1) (DOK 1,2)
STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (L.4.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.4.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6) (DOK 1,2)

Iowa Core  
Language Arts  
Grade 5 - Adopted: 2016

STRAND / COURSE	IA.RI.5.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4) (DOK 1,2,3)
STRAND / COURSE	IA.RF.5.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.5.4.d.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.5.4) (DOK 1,2)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.5.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use

DETAILED DESCRIPTOR	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). (L.5.6) (DOK 1,2)
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Iowa Core  
Language Arts  
Grade 6 - Adopted: 2016

STRAND / COURSE	IA.RI.6.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (RI.6.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (L.6.1) (DOK 1)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.6.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.6.4.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). (L.6.4) (DOK 1,2)
STRAND / COURSE	IA.L.6.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.6.6) (DOK 1,2)

Iowa Core  
Language Arts  
Grade 7 - Adopted: 2016

STRAND / COURSE	IA.RI.7.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4) (DOK 1,2,3)
STRAND / COURSE	IA.SL.7.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent

DESCRIPTOR		manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.7.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.7.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3) (DOK 1,2,3)
STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.7.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.7.4.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). (L.7.4) (DOK 1,2)
STRAND / COURSE	IA.L.7.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.7.6) (DOK 1,2)

Iowa Core  
Language Arts

Grade 8 - Adopted: 2016

STRAND / COURSE	IA.RI.8.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RI.8.4) (DOK 1,2,3)
STRAND / COURSE	IA.SL.8.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (SL.8.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.8.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
GRADE LEVEL EXPECTATION	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (L.8.4) (DOK 1,2)
GRADE LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by

EXPECTATION		checking the inferred meaning in context or in a dictionary). (L.8.4) (DOK 1,2)
STRAND / COURSE	IA.L.8.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression) (L.8.6) (DOK 1,2)

**Iowa Core  
Language Arts**

Grade 9 - Adopted: 2016

STRAND / COURSE	IA.RI.9-10.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.9-10.4.	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.
GRADE LEVEL EXPECTATION	L.9-10.4.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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.9-10.4.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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.9-10.6.	Acquire and use accurately general academic and domain-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. (L.9-10.6) (DOK 1,2)

**Iowa Core  
Language Arts**

Grade 10 - Adopted: 2016

STRAND / COURSE	IA.RI.9-10.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.9-10.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.9-10.4.	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.
GRADE LEVEL EXPECTATION	L.9-10.4.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. (L.9-10.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.9-10.4.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). (L.9-10.4) (DOK 1,2)
STRAND / COURSE	IA.L.9-10.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.9-10.6.	Acquire and use accurately general academic and domain-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. (L.9-10.6) (DOK 1,2)

**Iowa Core**  
**Language Arts**  
Grade 11 - Adopted: 2016

STRAND / COURSE	IA.RI.11-12.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI.11-12.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.11-12.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.11-12.1.a.	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (L.11-12.1) (DOK 1,2)
STRAND / COURSE	IA.L.11-12.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.11-12.4.	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.
GRADE LEVEL EXPECTATION	L.11-12.4.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. (L.11-12.4) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.11-12.4.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). (L.11-12.4) (DOK 1,2)
STRAND / COURSE	IA.L.11-12.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.11-12.6.	Acquire and use accurately general academic and domain-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. (L.11-12.6) (DOK 1,2)

**Iowa Core**  
**Language Arts**  
Grade 12 - Adopted: 2016



<b>STRAND / COURSE</b>	<b>IA.RI.11-12.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
<b>DETAILED DESCRIPTOR</b>	<b>RI.11-12.4.</b>	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. (RI.11-12.4) (DOK 1,2,3)</b>
<b>STRAND / COURSE</b>	<b>IA.L.11-12.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.11-12.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.11-12.1.a.</b>	<b>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. (L.11-12.1) (DOK 1,2)</b>
<b>STRAND / COURSE</b>	<b>IA.L.11-12.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.11-12.4.</b>	<b>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>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.11-12.4.a.</b>	<b>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. (L.11-12.4) (DOK 1,2)</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>L.11-12.4.d.</b>	<b>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). (L.11-12.4) (DOK 1,2)</b>
<b>STRAND / COURSE</b>	<b>IA.L.11-12.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.11-12.6.</b>	<b>Acquire and use accurately general academic and domain-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. (L.11-12.6) (DOK 1,2)</b>