

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

Sentence Completion

Summary: Match words with their appropriate contextual sentence.

Iowa Core

Language Arts

Grade 1 - Adopted: 2016

STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.1.4.	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.
GRADE LEVEL EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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)

Iowa Core

Language Arts

Grade 2 - Adopted: 2016

STRAND / COURSE	IA.RF.2.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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)

STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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)
STRAND / COURSE	IA.L.2.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
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

STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.3.4) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	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)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	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)
GRADE LEVEL EXPECTATION	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)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT		Vocabulary Acquisition and Use

AND/OR SKILL		
DETAILED DESCRIPTOR	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

STRAND / COURSE	IA.RF.4.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.4.4) (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.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)

**Iowa Core
Language Arts**

Grade 6 - Adopted: 2016

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.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.RL.8.	Reading Standards for Literature
ESSENTIAL CONCEPT		Craft and Structure

AND/OR SKILL		
DETAILED DESCRIPTOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (RL.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 EXPECTATION	L.8.4.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.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.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.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	L.9-	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's

EXPECTATION	10.4.a.	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.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

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)
--	--

© 2015 EdGate Correlation Services, LLC. All Rights reserved.
[Contact Us](#) - [Privacy](#) - [Service Agreement](#)