

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

Word Jumble

Summary: Move letters with cursor to form correctly spelled word.

Iowa Core
Language Arts
Grade 1 - Adopted: 2016

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| STRAND / COURSE | IA.RF.1. | Reading Standards: Foundational Skills |
| ESSENTIAL CONCEPT AND/OR SKILL | | Phonics and Word Recognition |
| DETAILED DESCRIPTOR | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| GRADE LEVEL EXPECTATION | RF.1.3.g. | Recognize and read grade-appropriate irregularly spelled words. (RF.1.3) (DOK 1) |
| 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 | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.1.2.d. | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2) (DOK 1) |
| GRADE LEVEL EXPECTATION | L.1.2.e. | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2) (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 / | IA.L.1. | Language Standards |

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| COURSE | | |
| 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

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| 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 | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.2.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.2.2.d. | Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (L.2.2) (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

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| STRAND / COURSE | IA.RF.3. | Reading Standards: Foundational Skills |
| ESSENTIAL CONCEPT | | Phonics and Word Recognition |

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| AND/OR SKILL | | |
| DETAILED DESCRIPTOR | RF.3.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| GRADE LEVEL EXPECTATION | RF.3.3.d. | Read grade-appropriate irregularly spelled words. (RF.3.3) (DOK 1) |
| 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 | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.3.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.3.2.e. | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (L.3.2) (DOK 1) |
| GRADE LEVEL EXPECTATION | L.3.2.f. | Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (L.3.2) (DOK 1) |
| 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 AND/OR SKILL | | Vocabulary Acquisition and Use |
| 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

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| STRAND / COURSE | IA.RF.4. | Reading Standards: Foundational Skills |
| ESSENTIAL CONCEPT AND/OR SKILL | | Fluency |

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| 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 | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.4.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.4.2.d. | Spell grade-appropriate words correctly, consulting references as needed. (L.4.2) (DOK 1) |
| 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**

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| 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 | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.5.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.5.2.e. | Spell grade-appropriate words correctly, consulting references as needed. (L.5.2) (DOK 1) |
| 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**

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| STRAND / COURSE | IA.L.6. | Language Standards |
| ESSENTIAL CONCEPT AND/OR SKILL | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.6.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.6.2.b. | Spell correctly. (L.6.2) (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**

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| STRAND / COURSE | IA.SL.7. | Speaking and Listening Standards |
| ESSENTIAL CONCEPT AND/OR SKILL | | Presentation of Knowledge and Ideas |
| DETAILED DESCRIPTOR | SL.7.4. | Present claims and findings, emphasizing salient points in a focused, coherent 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 | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.7.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.7.2.b. | Spell correctly. (L.7.2) (DOK 1) |
| 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) |

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| 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

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| STRAND / COURSE | IA.RL.8. | Reading Standards for Literature |
| ESSENTIAL CONCEPT AND/OR SKILL | | Craft and Structure |
| 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.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 | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.8.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.8.2.c. | Spell correctly. (L.8.2) (DOK 1) |
| 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 |

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| COURSE | | |
| 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

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| STRAND / COURSE | IA.L.9-10. | Language Standards |
| ESSENTIAL CONCEPT AND/OR SKILL | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.9-10.2.c. | Spell correctly. (L.9-10.2) (DOK 1) |
| 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

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| STRAND / COURSE | IA.L.9-10. | Language Standards |
| ESSENTIAL CONCEPT AND/OR SKILL | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.9-10.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.9-10.2.c. | Spell correctly. (L.9-10.2) (DOK 1) |
| 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. |

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| 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

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| STRAND / COURSE | IA.L.11-12. | Language Standards |
| ESSENTIAL CONCEPT AND/OR SKILL | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.11-12.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.11-12.2.b. | Spell correctly. (L.11-12.2) (DOK 1) |
| 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

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| STRAND / COURSE | IA.L.11-12. | Language Standards |
| ESSENTIAL CONCEPT AND/OR SKILL | | Conventions of Standard English |
| DETAILED DESCRIPTOR | L.11-12.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| GRADE LEVEL EXPECTATION | L.11-12.2.b. | Spell correctly. (L.11-12.2) (DOK 1) |
| STRAND / COURSE | IA.L.11-12. | Language Standards |

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| COURSE | 12. | |
| 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) |