Main Criteria: Adventures in Writing
Secondary Criteria: lowa Student Standards

Subject: Language Arts
Grade: 3

Adventures in Writing

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		Iowa Student Standards Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
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.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK 1,2)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration

DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.h.	Use coordinating and subordinating conjunctions. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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)
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)
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IA.RI.3. Reading Standards for Informational Text

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COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPT OR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3) (DOK 1)
GRADE LEVEL EXPECTATION	RF.3.3.b.	Decode words with common Latin suffixes. (RF.3.3) (DOK 1)

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IA.RF.3. Reading Standards: Foundational Skills

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK $1,2$)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing

DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (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.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 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)
GRADE LEVEL EXPECTATION	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (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)
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)
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		Iowa Student Standards
		Language Arts
		Grade 3 - Adopted: 2016
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition

DETAILED DESCRIPTOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3) (DOK 1)
GRADE LEVEL EXPECTATION	RF.3.3.b.	Decode words with common Latin suffixes. (RF.3.3) (DOK 1)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)

DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK $1,2$)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English

DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DET AILED DESCRIPT OR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 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)
GRADE LEVEL EXPECTATION	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4) (DOK 1,2,3)
STRAND / COURSE	IA.L.3.	Language Standards

DETAILED	1.25	Demonstrate understanding of word relationships and manager in word magning
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)
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)
		Hannibal's War
		Iowa Student Standards Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text

ESSENTIAL		Range of Reading and Level of Text Complexity
CONCEPT AND/OR SKILL		
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards $1-3$ up to and including grade 3) (W.3.5) (DOK $1,2,3,4$)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK $1,2$)
STRAND / COURSE	IA.W.3.	Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
	IA.SL.3.	Speaking and Listening Standards Comprehension and Collaboration
ESSENTIAL CONCEPT	SL.3.2.	
ESSENTIAL CONCEPT AND/OR SKILL DETAILED	SL.3.2.	Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /	SL.3.2.	Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
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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.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DET AILED DESCRIPT OR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
CONCEPT	L.3.4.	Vocabulary Acquisition and Use 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.
CONCEPT AND/OR SKILL DET AILED	L.3.4. L.3.4.a.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade
CONCEPT AND/OR SKILL DETAILED DESCRIPT OR GRADE LEVEL		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.
CONCEPT AND/OR SKILL DETAILED DESCRIPT OR GRADE LEVEL EXPECTATION	L.3.4.a.	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. Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4) (DOK 1,2,3)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.3.4.a.	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. Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4) (DOK 1,2,3) Language Standards
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	L.3.4.a.	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. Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4) (DOK 1,2,3) Language Standards Vocabulary Acquisition and Use
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR GRADE LEVEL	L.3.4.a. IA.L.3. L.3.5.	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. Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4) (DOK 1,2,3) Language Standards Vocabulary Acquisition and Use Demonstrate understanding of word relationships and nuances in word meanings.

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)
		John Muir
		Iowa Student Standards Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK 1,2)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration

ESSENTIAL CONCEPT AND/OR SKILL Comprehension and Collaboration Concept Course Strand / Course Course Course Strand / Course IA.1.3. Language Standards Course Conventions of Standard English Concept AND/OR SKILL Concept AND/OR SKILL Concept Course Course Course Course Course Course Course Course Conventions of Standard English Course Course Course Course Conventions of Standard English Course Course Conventions of Standard English Course Course Course Conventions of Standard English Course Course Course Course Course Course Course Conventions of Standard English Course Cou	CHADE LEVEL EXPECTATION St. 3.1.a. Come to discussions prepared, having read or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (St. 31) (DOK 12,34) GRADE LEVEL EXPECTATION St. 3.1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion. (St. 31) (DOK 12,34) GRADE LEVEL EXPECTATION STRAND / COURSE SSENTIAL CONCEPT AMDIOR SKILL DETAILED DESCRIPTOR St. 3.2. Determine the main ideas and understanding in light of the discussion. (St. 3.1) (DOK 12,34) Presentation of Knowledge and Ideas AMDIOR SKILL DETAILED DESCRIPTOR St. 3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (St. 3.4) (DOK 12,3.4) DETAILED DESCRIPTOR STRAND / COURSE SSENTIAL CONCEPT AMDIOR SKILL DETAILED DESCRIPTOR L. 3.1. Demonstrate command of the conventions of standard English COURSE SSENTIAL CONCEPT AMDIOR SKILL L. 3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L. 3.1. Explain the stacken or hours, procouns, verbs, adjectives, and adverbs in general and their functions in particular semences. (L. 3.1) (DOK 1.2) EXERCITION STRAND / CONCEPT AMDIOR SKILL L. 3.1. Language Standards CONCEPT AMDIOR SKILL CONCEPT AMDIOR SKILL L. 3.2. Language Standards CONCEPT AMDIOR SKILL CONCEPT AMDIOR SKILL Conventions of Standard English CONCEPT AMDIOR SKILL Conventions of Standard English CONCEPT AMDIOR SKILL Conventions of Standard English CONCEPT AMDIOR SKILL			
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GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
GRADE LEVEL EXPECTATION	L.3.2.b.	Use commas in addresses. (L.3.2) (DOK 1)
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		Knowledge of Language
DET AILED DESCRIPT OR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
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 Student Standards Language Arts

Grade 3 - Adopted: 2016

STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a. Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)

GRADE LEVEL

EXPECTATION

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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK $1,2$)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)			
GRADE LEVEL EXPECTATION	SL.3.1.b.	follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, peaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)			
GRADE LEVEL EXPECTATION	SL.3.1.c.	sk questions to check understanding of information presented, stay on topic, and link their comments to the remarks f others. (SL.3.1) (DOK 1,2,3,4)			
GRADE LEVEL EXPECTATION	SL.3.1.d.	explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)			
STRAND / COURSE	IA.SL.3.	peaking and Listening Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration			
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)			
STRAND / COURSE	IA.SL.3.	peaking and Listening Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas			
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)			
STRAND / COURSE	IA.L.3.	Language Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English			
DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK $1,2$)			
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)			
GRADE LEVEL EXPECTATION	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement. (L.3.1) (DOK 1,2)			
STRAND / COURSE	IA.L.3.	Language Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English			
DETAILED DESCRIPT OR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and pelling when writing.			

GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)			
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		Knowledge of Language			
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)			
STRAND / COURSE	IA.L.3.	Language Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use			
DET AILED DESCRIPT OR	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)			
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)			
		Magnets			

IA.RI.3. Reading Standards for Informational Text

STRAND /

COURSE	IA.RI.S.	eading Standards for informational rest			
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details			
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)			
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text			
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure			
DETAILED DESCRIPTOR	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)			
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text			
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas			
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate nderstanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)			
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)			
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text			
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity			
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)			
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.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)			
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.W.3.	Writing Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Fext Types and Purposes			
DETAILED DESCRIPTOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
GRADE LEVEL EXPECTATION	W.3.2.a.	roduce a topic and group related information together; include illustrations when useful to aiding comprehension. (2.3.2) (DOK 3,4)			
GRADE LEVEL EXPECTATION	W.3.2.b.	velop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)			
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)			
STRAND / COURSE	IA.W.3.	Writing Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing			
DETAILED DESCRIPTOR	W.3.4.	ith guidance and support from adults, produce writing in which the development and organization are appropriate to sk and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 4)			
DETAILED DESCRIPTOR	W.3.5.	ith guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including rade 3) (W.3.5) (DOK 1,2,3,4)			
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK 1,2)			
STRAND / COURSE	IA.W.3.	Writing Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing			
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)			
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration			
DET AILED DESCRIPT OR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)			

GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)			
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)			
GRADE LEVEL EXPECTATION	SL.3.1.d.	explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)			
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration			
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)			
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas			
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)			
STRAND / COURSE	IA.L.3.	Language Standards			
	IA.L.3.	Language Standards Conventions of Standard English			
ESSENTIAL CONCEPT	IA.L.3.				
ESSENTIAL CONCEPT AND/OR SKILL DETAILED		Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or			
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	L.3.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular			
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	L.3.1. L.3.1.a.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)			
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	L.3.1.a. L.3.1.d.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2) Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)			
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	L.3.1.a. L.3.1.d. L.3.1.f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2) Form and use regular and irregular verbs. (L.3.1) (DOK 1,2) Ensure subject-verb and pronoun-antecedent agreement. (L.3.1) (DOK 1,2)			
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.3.1.a. L.3.1.d. L.3.1.f.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2) Form and use regular and irregular verbs. (L.3.1) (DOK 1,2) Ensure subject-verb and pronoun-antecedent agreement. (L.3.1) (DOK 1,2) Language Standards			

		Mayflower, Part 1			
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)			
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use			
STRAND / COURSE	IA.L.3.	Language Standards			
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)			
DET AILED DESCRIPTOR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.			
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use			
STRAND / COURSE	IA.L.3.	anguage Standards			
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)			
DETAILED DESCRIPTOR	L.3.4.	etermine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade reading and content, choosing flexibly from a range of strategies.			
ESSENTIAL CONCEPT AND/OR SKILL		ocabulary Acquisition and Use			
STRAND / COURSE	IA.L.3.	Language Standards			
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)			
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language			
STRAND / COURSE	IA.L.3.	Language Standards			
GRADE LEVEL EXPECTATION	L.3.2.f.	lse spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending ules, meaningful word parts) in writing words. (L.3.2) (DOK 1)			
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)			

Mayflower, Part 1

lowa Student Standards
Language Arts
Grade 3 - Adopted: 2016

STRAND / COURSE IA.RI.3. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details			
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)			
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text			
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure			
DETAILED DESCRIPTOR	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 opic or subject area. (RI.3.4) (DOK 1,2,3)			
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text			
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas			
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)			
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)			
DETAILED DESCRIPTOR	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9)			
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text			
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity			
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)			
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.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)			
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.W.3.	Writing Standards			

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing			
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to ask and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 8.4)			
DETAILED DESCRIPTOR	W.3.5.	Vith guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, nd editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including rade 3) (W.3.5) (DOK 1,2,3,4)			
STRAND / COURSE	IA.W.3.	Writing Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge			
DETAILED DESCRIPTOR	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8) (DOK $1,2$)			
STRAND / COURSE	IA.W.3.	Writing Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing			
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)			
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration			
DETAILED DESCRIPT OR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.			
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)			
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)			
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)			
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)			
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration			

DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)			
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas			
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)			
STRAND / COURSE	IA.L.3.	Language Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English			
DETAILED DESCRIPT OR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)			
STRAND / COURSE	IA.L.3.	Language Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language			
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.			
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 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 DESCRIPT OR	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)			

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)			
		Mayflower, Part 2			
		lowa Student Standards Language Arts Grade 3 - Adopted: 2016			
STRAND / COURSE	IA.W.3.	Writing Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes			
DETAILED DESCRIPTOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
GRADE LEVEL EXPECTATION	W.3.2.a.	ntroduce a topic and group related information together; include illustrations when useful to aiding comprehension. W.3.2) (DOK 3,4)			
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)			
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)			
STRAND / COURSE	IA.W.3.	Writing Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing			
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)			
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)			
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK $1,2$)			
STRAND / COURSE	IA.W.3.	Writing Standards			

ESSENTIAL CONCEPT AND/OR SKILL

Range of Writing

DETAILED DESCRIPTOR	W.3.10.	Vrite routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a ingle sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)			
STRAND / COURSE	IA.L.3.	anguage Standards			
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English			
DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK $1,2$)			
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)			
GRADE LEVEL EXPECTATION	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement. (L.3.1) (DOK 1,2)			
STRAND / COURSE	IA.L.3.	anguage Standards			
ESSENTIAL		Conventions of Standard English			
CONCEPT AND/OR SKILL					
	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
AND/OR SKILL DET AILED	L.3.2. L.3.2.a.				
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL		spelling when writing.			
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	L.3.2.a.	Spelling when writing. Capitalize appropriate words in titles. (L.3.2) (DOK 1) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,			
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	L.3.2.a. L.3.2.e.	Capitalize appropriate words in titles. (L.3.2) (DOK 1) 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) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending			
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	L.3.2.a. L.3.2.e.	Capitalize appropriate words in titles. (L.3.2) (DOK 1) 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) 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)			
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.3.2.a. L.3.2.e.	Capitalize appropriate words in titles. (L.3.2) (DOK 1) 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) 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) Language Standards			

My Friend, Part 1

STRAND /	IA.RI.3.	Reading Standards for Informational Text
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPTOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DET AILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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)
		My Friend, Part 2

lowa Student Standards
Language Arts
Grade 3 - Adopted: 2016

STRAND /

IA.W.3. Writing Standards

COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPT OR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)

GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK 1,2)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (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.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DET AILED DESCRIPT OR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
		My House, Part 1
		Iowa Student Standards
		Language Arts

Language Arts

Grade 3 - Adopted: 2016

STRAND /	IA.RI.3.	Reading Standards for Informational Text
COURSE		

COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)

STRAND / COURSE IA.W.3. Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)

DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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)
		My House, Part 2
		Iowa Student Standards Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK $1,2$)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing

DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DET AILED DESCRIPT OR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
		Nile River, Yangtze River
		lowa Student Standards Language Arts
		Grade 3 - Adopted: 2016

IA.RI.3. Reading Standards for Informational Text

STRAND /

COURSE

ESSENTIAL Key Ideas and Details
CONCEPT
AND/OR SKILL

DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DET AILED DESCRIPT OR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3) (DOK 1)
GRADE LEVEL EXPECTATION	RF.3.3.b.	Decode words with common Latin suffixes. (RF.3.3) (DOK 1)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)

COURSE	IA.L.S.	Language Stanuarus
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)
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)
GRADE LEVEL EXPECTATION	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (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)
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)
		Orchestra and Conductor
		lowa Student Standards Language Arts

Grade 3 - Adopted: 2016

IA.RI.3. Reading Standards for Informational Text

Key Ideas and Details

STRAND /

STRAND /

ESSENTIAL CONCEPT

AND/OR SKILL

COURSE

IA.L.3. Language Standards

DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DET AILED DESCRIPT OR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3) (DOK 1)
GRADE LEVEL EXPECTATION	RF.3.3.b.	Decode words with common Latin suffixes. (RF.3.3) (DOK 1)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)

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)
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)
GRADE LEVEL EXPECTATION	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (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)
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)

Roanoke, Part 1

lowa Student Standards
Language Arts
Grade 3 - Adopted: 2016

IA.RI.3. Reading Standards for Informational Text

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ESSENTIAL Key Ideas and Details CONCEPT AND/OR SKILL

DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
DETAILED DESCRIPTOR	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9) (DOK 3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
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.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8) (DOK 1,2)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration

STRAND /	IA.SL.3.	Speaking an	d Listening	Standards
COURSE				

EXPECTATION

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DET AILED DESCRIPT OR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL	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)

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)
		Roanoke, Part 2
		Iowa Student Standards Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK $1,2$)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing

DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK $1,2$)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (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.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
		Roman Colosseum
		Iowa Student Standards
		Language Arts

Grade 3 - Adopted: 2016

STRAND / COURSE

IA.RI.3. Reading Standards for Informational Text

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
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DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)

GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK 1,2)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration

DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (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.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPT OR	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)
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)

Roman Hoplite, American Quarter Horse

lowa Student Standards Language Arts Grade 3 - Adopted: 2016

STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)

STRAND /	IA.L.3.	Language Standards
COURSE		

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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
DET AILED DESCRIPT OR	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)
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)

Rooster, Part 1

lowa Student Standards
Language Arts
Grade 3 - Adopted: 2016

$\begin{array}{ll} {\rm STRAND}\,I & {\rm IA.RI.3.} & {\rm Reading}\,\,{\rm Standards}\,\,{\rm for}\,\,{\rm Informational}\,\,{\rm Text}\\ {\rm COURSE} & & & \\ \end{array}$

ESSENTIAL CONCEPT AND/OR SKILL	Key Ideas and Details	
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DETAILED DESCRIPTOR	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPTOR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing

DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPT OR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)

STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 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)
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)
		Rooster, Part 2
		Iowa Student Standards Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPT OR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. $(W.3.6)$ (DOK 1,2)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DET AILED DESCRIPT OR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
		The Fox and the Crow, Part 1

lowa Student Standards
Language Arts
Grade 3 - Adopted: 2016

STRAND / IA.RL.3. Reading Standards for Literature COURSE

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) (DOK 1,2,3)

DETAILED DESCRIPTOR	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3) (DOK 1,2,3)
STRAND / COURSE	IA.RL.3.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.3.6.	Distinguish their own point of view (perspective) from that of the narrator or those of the characters. (RL.3.6) (DOK 2,3)
STRAND / COURSE	IA.RL.3.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7) (DOK 2,3)
STRAND / COURSE	IA.RL.3.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (RL.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes

DETAILED DESCRIPT OR	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
GRADE LEVEL EXPECTATION	W.3.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3) (DOK 3,4)		
GRADE LEVEL EXPECTATION	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3) (DOK 3,4)		
STRAND / COURSE	IA.W.3.	Writing Standards		
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing		
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)		
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)		
STRAND / COURSE	IA.W.3.	Writing Standards		
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing		
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)		
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards		
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration		
DET AILED DESCRIPT OR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.		
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)		
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)		
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)		
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)		
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards		

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (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	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)
EXPECTATION		

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)
		The Fox and the Crow, Part 2
		Iowa Student Standards
		Language Arts
		Grade 3 - Adopted: 2016
STRAND / COURSE	IA.RL.3.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2) (DOK 2,3)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DET AILED DESCRIPTOR	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.3.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK $1,2$)

STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (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.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
		The Theft of Thor's Hammer, Part 1
		Iowa Student Standards Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.RL.3.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2) (DOK 2,3)
DETAILED DESCRIPTOR	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (RL.3.3) (DOK 1,2,3)
STRAND / COURSE	IA.RL.3.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.3.4.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (RL.3.4) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.3.6.	Distinguish their own point of view (perspective) from that of the narrator or those of the characters. (RL.3.6) (DOK 2,3)
STRAND / COURSE	IA.RL.3.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.3.7.	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (RL.3.7) (DOK 2,3)
STRAND / COURSE	IA.RL.3.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (RL.3.10) (DOK 1,2)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills

ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DET AILED DESCRIPT OR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3) (DOK 1)
GRADE LEVEL EXPECTATION	RF.3.3.b.	Decode words with common Latin suffixes. (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.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
CONCEPT	W.3.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONCEPT AND/OR SKILL DETAILED	W.3.3. W.3.3.a.	Write narratives to develop real or imagined experiences or events using effective technique,
DET AILED DESCRIPT OR		Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	W.3.3.a. W.3.3.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3) (DOK 3,4) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.3.3.a. W.3.3.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3) (DOK 3,4) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3) (DOK 3,4)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	W.3.3.a. W.3.3.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3) (DOK 3,4) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3) (DOK 3,4) Writing Standards
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL	W.3.3.a. W.3.3.b.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3) (DOK 3,4) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3) (DOK 3,4) Writing Standards Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK

ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
CONCEPT	SL.3.2.	Comprehension and Collaboration Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
CONCEPT AND/OR SKILL DETAILED	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /		Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT		Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2) Speaking and Listening Standards
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED	IA.SL.3.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2) Speaking and Listening Standards Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details,
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND /	IA.SL.3. SL.3.4.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2) Speaking and Listening Standards Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL COURSE ESSENTIAL COURSE	IA.SL.3. SL.3.4.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2) Speaking and Listening Standards Presentation of Knowledge and Ideas Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4) Language Standards

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 Breading 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)		
GRADE LEVEL EXPECTATION	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (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)		
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)		
		The Theft of Thor's Hammer, Part 2		

lowa Student Standards
Language Arts
Grade 3 - Adopted: 2016

STRAND /	IA.RL.3.	Reading	Standards	for Literature
COURSE				

ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RL.3.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (RL.3.2) (DOK 2,3)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills

ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3) (DOK 1)
GRADE LEVEL EXPECTATION	RF.3.3.b.	Decode words with common Latin suffixes. (RF.3.3) (DOK 1)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
GRADE LEVEL EXPECTATION	W.3.3.a.	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (W.3.3) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. (W.3.3) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK $1,2$)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT		Conventions of Standard English
AND/OR SKILL		
	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
AND/OR SKILL DETAILED	L.3.2. L.3.2.a.	
DET AILED DESCRIPT OR		spelling when writing.
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	L.3.2.a.	Spelling when writing. Capitalize appropriate words in titles. (L.3.2) (DOK 1) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g.,
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION	L.3.2.a. L.3.2.e.	Capitalize appropriate words in titles. (L.3.2) (DOK 1) 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) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	L.3.2.e. L.3.2.f.	Capitalize appropriate words in titles. (L.3.2) (DOK 1) 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) 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)
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	L.3.2.e. L.3.2.f.	Capitalize appropriate words in titles. (L.3.2) (DOK 1) 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) 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) Language Standards
AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	L.3.2.a. L.3.2.e. L.3.2.f.	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) 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) Language Standards Knowledge of Language

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED 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.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4) (DOK 1,2,3)
		Tornadoes
		Iowa Student Standards Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)

STRAND / COURSE

IA.RF.3. Reading Standards: Foundational Skills

ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.3.3.a.	Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3) (DOK 1)
GRADE LEVEL EXPECTATION	RF.3.3.b.	Decode words with common Latin suffixes. (RF.3.3) (DOK 1)
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DET AILED DESCRIPT OR	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
CONCEPT	W.3.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONCEPT AND/OR SKILL DET AILED	W.3.2. W.3.2.a.	
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR		Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL	W.3.2.a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.3.2.a. W.3.2.b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4) Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT	W.3.2.a. W.3.2.b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4) Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4) Writing Standards
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED	W.3.2.a. W.3.2.b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4) Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4) Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR	W.3.2.a. W.3.2.b. IA.W.3. W.3.3.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4) Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4) Writing Standards Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the

DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK 1,2)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DET AILED DESCRIPT OR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK $1,2,3,4$)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas

DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DET AILED DESCRIPT OR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DET AILED DESCRIPT OR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 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)

GRADE LEVEL EXPECTATION	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (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)
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)
		Treasure Map, Part 1
		Laure Obarda est Otamada de
		Iowa Student Standards Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (RI.3.1) (DOK 1,2,3)
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas

DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
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.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL		
CONCEPT AND/OR SKILL		Production and Distribution of Writing
	W.3.4.	Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
AND/OR SKILL DETAILED	W.3.4. W.3.5.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK
DETAILED DESCRIPTOR DETAILED	W.3.5.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including
DETAILED DESCRIPTOR DETAILED DESCRIPTOR	W.3.5.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR DETAILED DESCRIPTOR STRAND / COURSE ESSENTIAL CONCEPT	W.3.5.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4) Writing Standards

ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPT OR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Knowledge of Language
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DET AILED DESCRIPT OR	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)
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)
		Treasure Map, Part 2
		Iowa Student Standards
		Language Arts Grade 3 - Adopted: 2016
STRAND / COURSE	IA.W.3.	
	IA.W.3.	Grade 3 - Adopted: 2016
ESSENTIAL CONCEPT	IA.W.3.	Grade 3 - Adopted: 2016 Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL DETAILED		Grade 3 - Adopted: 2016 Writing Standards Text Types and Purposes
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL	W.3.2.	Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPTOR GRADE LEVEL EXPECTATION GRADE LEVEL	W.3.2. W.3.2.a.	Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL	W.3.2.a. W.3.2.b.	Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4) Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
ESSENTIAL CONCEPT AND/OR SKILL DET AILED DESCRIPT OR GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND /	W.3.2.a. W.3.2.b.	Writing Standards Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4) Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4) Provide a concluding statement or section. (W.3.2) (DOK 3,4)

ESSENTIAL CONCEPT AND/OR SKILL W3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences, (W3.10) (DOK 1.2.34 STRAND / IA.L.3. Language Standards Conventions of Standard English Conventions of Standard English DETAILED DESCRIPTOR L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL L.3.1.a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular extremences, (L.3.1) (DOK 1.2) GRADE LEVEL L.3.1.b. Form and use regular and irregular verbs, (L.3.1) (DOK 1.2) ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR IA.L.3. Language Standards Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions of Standard English GRADE LEVEL L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL L.3.2. Capitalize appropriate words in titles, (L.3.2) (DOK 1) GRADE LEVEL L.3.2. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., expectation) GRADE LEVEL L.3.2.1. 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)			
DESCRIPTOR well as to interact and collaborate with others. (W.3.6) (DOK 1.2) AW.3. Writing Standards ESSENTIAL CONCEPT AND/OR SKILL W.3.10. Writing Converting ESSENTIAL CONCEPT AND/OR SKILL Language Standards Conventions of Standard English CONCEST ARD/OR SKILL L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or peaking. ERSENTIAL CONCEPT L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or peaking. EXPECIATION EXPECIATION STRAND / CONCEPT AND/OR SKILL L.3.1. Language Standards Conventions of Standard English CONCEPT AND/OR SKILL L.3.2. Demonstrate command of the conventions of standard English grammar and usage when writing or peaking. EXPECIATION STRAND / CONCEPT AND/OR SKILL L.3.3. Language Standards Conventions of Standard English Conventions of Standard English Capitalization, punctuation, and senting standard English Capitalization, punctuation, and senting to risph-frequency and other studied words and for adding sulfixes to base words (e.g., setting, senting, senting, senting, senting, senting, or is senting, senting, senting, or is senting, senting, senting, senting, senting, or is senting, senting, senting, senting, senting, or is senting, senting, or is senting, senting, senting, or is senting, senting, or is senting, senting, senting, or is senting, senting, or is senting, senting, or is		W.3.5.	and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including
ESSENTIAL CONCEPT AND/OR SKILL W310. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single stiming or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W310) (DOK 1.2.3.4 STRAND / IAL3. Language Standards Conventions of Standard English AND/OR SKILL DETAILED DESCRIPTOR L3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CERADE LEVEL L3.1a. Explain the function of rouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L3.1) (DOK 1.2) Form and use regular and irregular verbs. (L3.1) (DOK 1.2) STRAND / IAL3. Language Standards Conventions of Standard English CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L3.2. Capitalize appropriate words in Biles, (L3.2) (DOK 1) ESSENTIAL CORCEPT AND/OR SKILL DETAILED L3.2a. Language Standards Capitalize appropriate words in Biles, (L3.2) (DOK 1) EXPECTATION L3.2b. Like conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., silling, smiled, cries, happiness). (L3.2) (DOK 1) STRAND / IAL3. Language Standards CRADE LEVEL L3.1b. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (L3.2) (DOK 1) ESSENTIAL CONCEPT AND/OR SKILL DETAILED L3.3. Use knowledge of Language ESSENTIAL CONCEPT AND/OR SKILL DETAILED L3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		W.3.6.	
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DESCRIPTOR single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W3.10) (DOK 1.2.3.4 STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. EXPECTATION Explain the function of nours, pronours, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1.2) EXPECTATION EXPECTATION STRAND / COURSE Conventions of Standard English Conventions of Standard English COURSE Conventions of Standard English Conventions of Standard English Conventions of Standard English CONCEPT AND/OR SKILL DEMONSTRAND / COURSE Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL L.3.2. Capitalize appropriate words in titles. (L.3.2) (DOK 1) GRADE LEVEL L.3.2. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., stifing, smiled, cries, happiness), (L.3.2) (DOK 1) GRADE LEVEL L.3.2. 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 ESSENTIAL CONCEPT AND/OR SKILL DETAILED L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	CONCEPT		Range of Writing
ESSENTIAL CONCEPT ANDIOR SKILL DETAILED L3.1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1.2) Form and use regular and irregular verbs. (L.3.1) (DOK 1.2) STRAND / COURSE STRAND / COURSE Conventions of Standard English Conventions of Standard English Conventions of Standard English Conventions of Standard English DETAILED DETAILED DETAILED L3.2. Capitalize appropriate words in titles. (L.3.2) (DOK 1) GRADE LEVEL EXPECTATION L3.2. 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 L3.2. Use conventional 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) TAL3. Language Standards Knowledge of Language Knowledge of Language L3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
DETAILED DESCRIPTOR L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. GRADE LEVEL EXPECTATION L.3.1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1.2) GRADE LEVEL EXPECTATION L.3.1. Form and use regular and irregular verbs. (L.3.1) (DOK 1.2) STRAND / COUNSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) GRADE LEVEL EXPECTATION L.3.2. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smilled, cries, happiness). (L.3.2) (DOK 1) GRADE LEVEL EXPECTATION L.3.1. Language Standards Language Standards Knowledge of Language ESSENTIAL CONCEPT AMD/OR SKILL DETAILED L.3.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	STRAND / COURSE	IA.L.3.	Language Standards
SPECRIPTOR Speaking. GRADE LEVEL EXPECTATION	CONCEPT		Conventions of Standard English
SENTIAL CONCEPT AND/O EXPECTATION Sentences. (L.3.1) (DOK 1.2) Form and use regular and irregular verbs. (L.3.1) (DOK 1.2) ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. GRADE LEVEL EXPECTATION GRADE LEVEL L.3.2. 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 L.3.2. Use spelling patterns and generalizations (e.g., word tamilies, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (L.3.2) (DOK 1) STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DETAILED L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		L.3.1.	
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ESSENTIAL CONCEPT AND/OR SKILL DETAILED DESCRIPTOR L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. (L.3.2) (DOK 1)		L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
CONCEPT AND/OR SKILL DET AILED DESCRIPTOR L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Las. Las. Las. Las. Las. Las. Las. Las.	STRAND / COURSE	IA.L.3.	Language Standards
SPELLEVEL EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) EXPECTATION Capitalize appropriate words in titles. (L.3.2) (DOK 1) 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 ESSENTIAL CONCEPT AND/OR SKILL DET AILED L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	CONCEPT		Conventions of Standard English
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 Knowledge of Language Knowledge of Language L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		L.3.2.	
SITTIND 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 / Language Standards ESSENTIAL CONCEPT AND/OR SKILL Minimized Manage Standards Knowledge of Language L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
EXPECTATION rules, meaningful word parts) in writing words. (L.3.2) (DOK 1) STRAND / COURSE ESSENTIAL CONCEPT AND/OR SKILL DET AILED L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		L.3.2.e.	
ESSENTIAL CONCEPT AND/OR SKILL DET AILED L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		L.3.2.f.	
CONCEPT AND/OR SKILL DET AILED L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	STRAND / COURSE	IA.L.3.	Language Standards
	CONCEPT		Knowledge of Language
	DET All ED		

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
		William Penn, Part 1
		Iowa Student Standards
		Language Arts Grade 3 - Adopted: 2016
STRAND /	IA.RI.3.	Reading Standards for Informational Text
COURSE	, and the	Totaling Standards for informational vox
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. (RI.3.2) (DOK 1,2,3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	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)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (RI.3.7) (DOK 2,3)
DETAILED DESCRIPTOR	RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (RI.3.8) (DOK 2)
DETAILED DESCRIPTOR	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic. (RI.3.9) (DOK 3)
STRAND / COURSE	IA.RI.3.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (RI.3.10) (DOK 1,2)
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.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (W.3.8) (DOK 1,2)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GRADE LEVEL EXPECTATION	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.3.1) (DOK 1,2,3,4)

GRADE LEVEL EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (SL.3.1) (DOK 1,2,3,4)
GRADE LEVEL EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. (SL.3.1) (DOK 1,2,3,4)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (SL.3.2) (DOK 1,2)
STRAND / COURSE	IA.SL.3.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (SL.3.4) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)
GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPT OR	L.3.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT		Knowledge of Language
AND/OR SKILL		

DET AILED DESCRIPT OR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 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		
DET AILED DESCRIPT OR	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)		
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)		
		William Penn, Part 2		
Iowa Student Standards Language Arts Grade 3 - Adopted: 2016				
STRAND / COURSE	IA.RF.3.	Reading Standards: Foundational Skills		
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition		
DET AILED DESCRIPT OR	RF.3.3.	Know and apply grade-level phonics and word analysis skills in decoding words.		

RF.3.3.a. Identify and know the meaning of the most common prefixes and derivational suffixes. (RF.3.3) (DOK 1)

RF.3.3.b. Decode words with common Latin suffixes. (RF.3.3) (DOK 1)

GRADE LEVEL EXPECTATION

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STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.3.2.a.	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above) (W.3.4) (DOK 3,4)
DETAILED DESCRIPTOR	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3) (W.3.5) (DOK 1,2,3,4)
DETAILED DESCRIPTOR	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (W.3.6) (DOK 1,2)
STRAND / COURSE	IA.W.3.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Range of Writing
DETAILED DESCRIPTOR	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (W.3.10) (DOK 1,2,3,4)
STRAND / COURSE	IA.L.3.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.3.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.3.1.a.	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (L.3.1) (DOK 1,2)

GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (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.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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		Knowledge of Language
DETAILED DESCRIPTOR	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 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	L.3.4.b.	Determine the meaning of the new word formed when a known affix is added to a known word (e.g.,

agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (L.3.4) (DOK 1,2,3)

EXPECTATION