

**Main Criteria:** Adventures in Writing  
**Secondary Criteria:** Iowa Student Standards  
**Subject:** Language Arts  
**Grade:** 3

## Adventures in Writing

Benjamin Franklin's Lightning Rod

**Iowa Student Standards**

**Language Arts**

Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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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)
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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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)
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**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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)
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GRADE LEVEL EXPECTATION	L.3.1.h.	Use coordinating and subordinating conjunctions. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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.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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.6.</b>	<b>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)</b>

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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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)
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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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)
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**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Phonics and Word Recognition</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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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)
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GRADE LEVEL EXPECTATION	RF.3.3.b.	Decode words with common Latin suffixes. (RF.3.3) (DOK 1)
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**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>

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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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)
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GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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**



<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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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)
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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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)
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**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Phonics and Word Recognition</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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.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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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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John Muir

**Iowa Student Standards**  
**Language Arts**  
Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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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)
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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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)
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**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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)
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GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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)
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GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.6.</b>	<b>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)</b>

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

ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
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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)
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
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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)
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**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL CONCEPT AND/OR SKILL		Fluency
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DETAILED DESCRIPTOR	RF.3.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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)
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GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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)
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GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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.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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.6.</b>	<b>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)</b>



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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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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)
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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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)
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**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.4.</b>	<b>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)</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.5.</b>	<b>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)</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.6.</b>	<b>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)</b>

**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.10.</b>	<b>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)</b>

**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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)
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GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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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)
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.6.</b>	<b>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)</b>

**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
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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
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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
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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
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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)
<b>STRAND / COURSE</b>	<b>IA.W.3.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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)
<b>STRAND / COURSE</b>	<b>IA.W.3.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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)
<b>STRAND / COURSE</b>	<b>IA.SL.3.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.SL.3.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>

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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
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DETAILED DESCRIPTOR	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Knowledge of Language</b>
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DETAILED DESCRIPTOR	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	L.3.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
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DETAILED DESCRIPTOR	L.3.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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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Mayflower, Part 2

Iowa Student Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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)
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GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**

**IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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)
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GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
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GRADE LEVEL EXPECTATION	L.3.1.f.	Ensure subject-verb and pronoun-antecedent agreement. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**

**IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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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)
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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)
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**STRAND / COURSE**

**IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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My Friend, Part 1

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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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My Friend, Part 2

Iowa Student Standards  
Language Arts  
Grade 3 - Adopted: 2016

**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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)
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GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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)
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GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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.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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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My House, Part 1

**Iowa Student Standards**  
**Language Arts**  
Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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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My House, Part 2

**Iowa Student Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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)
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GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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)
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GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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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)
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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Nile River, Yangtze River

Iowa Student Standards  
Language Arts  
Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Phonics and Word Recognition</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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

Iowa Student Standards  
Language Arts  
Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Phonics and Word Recognition</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION      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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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

Iowa Student Standards  
Language Arts  
Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.W.3.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>

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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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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Roanoke, Part 2

**Iowa Student Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2016

**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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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)
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GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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)
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GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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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)
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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Roman Colosseum

Iowa Student Standards  
Language Arts  
Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.W.3.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.W.3.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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)
<b>STRAND / COURSE</b>	<b>IA.W.3.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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)
<b>STRAND / COURSE</b>	<b>IA.SL.3.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.SL.3.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>

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)
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**STRAND / COURSE**      **IA.L.3.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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**STRAND / COURSE**      **IA.L.3.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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**STRAND / COURSE**      **IA.L.3.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.3.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	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)
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**STRAND / COURSE**      **IA.L.3.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.3.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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)
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**STRAND / COURSE**      **IA.L.3.    Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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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)
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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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)
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**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.6.</b>	<b>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)</b>

Rooster, Part 1

**Iowa Student Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RI.3.</b>	<b>Reading Standards for Informational Text</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.W.3.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>

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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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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Rooster, Part 2

**Iowa Student Standards**  
**Language Arts**  
Grade 3 - Adopted: 2016

**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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)
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GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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

**Iowa Student Standards**  
**Language Arts**  
Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
<b>STRAND / COURSE</b>	<b>IA.RL.3.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RL.3.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RL.3.</b>	<b>Reading Standards for Literature</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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)
<b>STRAND / COURSE</b>	<b>IA.RF.3.</b>	<b>Reading Standards: Foundational Skills</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.W.3.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>

<b>DETAILED DESCRIPTOR</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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**



<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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)
<b>STRAND / COURSE</b>	<b>IA.SL.3.</b>	<b>Speaking and Listening Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	L.3.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.3.4) (DOK 1,2,3)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
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<b>DETAILED DESCRIPTOR</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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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.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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Phonics and Word Recognition</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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**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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
GRADE LEVEL EXPECTATION	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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.6.</b>	<b>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)</b>

The Theft of Thor's Hammer, Part 2

**Iowa Student Standards**  
**Language Arts**  
 Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
<b>DETAILED DESCRIPTOR</b>	<b>RL.3.1.</b>	<b>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)</b>
<b>DETAILED DESCRIPTOR</b>	<b>RL.3.2.</b>	<b>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)</b>

**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Phonics and Word Recognition</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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**



<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION 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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Phonics and Word Recognition</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>
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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)
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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)
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.3.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Conventions of Standard English</b>
DETAILED DESCRIPTOR	L.3.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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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)
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Knowledge of Language</b>
DETAILED DESCRIPTOR	L.3.3.	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

ESSENTIAL CONCEPT AND/OR SKILL		<b>Vocabulary Acquisition and Use</b>
DETAILED DESCRIPTOR	L.3.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	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)
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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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Treasure Map, Part 1

**Iowa Student Standards**  
**Language Arts**  
Grade 3 - Adopted: 2016

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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Key Ideas and Details</b>
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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)
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Craft and Structure</b>
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Integration of Knowledge and Ideas</b>
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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)
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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)
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**STRAND / COURSE**      **IA.RI.3. Reading Standards for Informational Text**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Reading and Level of Text Complexity</b>
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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)
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**STRAND / COURSE**      **IA.RF.3. Reading Standards: Foundational Skills**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Fluency</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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GRADE LEVEL EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding. (RF.3.4) (DOK 1,2)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
<b>DETAILED DESCRIPTOR</b>	<b>SL.3.1.</b>	<b>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.</b>

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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>

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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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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Treasure Map, Part 2

**Iowa Student Standards  
Language Arts  
Grade 3 - Adopted: 2016**

**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

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)
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GRADE LEVEL EXPECTATION	W.3.2.b.	Develop the topic with facts, definitions, and details. (W.3.2) (DOK 3,4)
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GRADE LEVEL EXPECTATION	W.3.2.d.	Provide a concluding statement or section. (W.3.2) (DOK 3,4)
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**STRAND / COURSE**      **IA.W.3. Writing Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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)
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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)
<b>STRAND / COURSE</b>	<b>IA.W.3.</b>	<b>Writing Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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)
<b>STRAND / COURSE</b>	<b>IA.L.3.</b>	<b>Language Standards</b>
<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

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 / 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)

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**

<b>DETAILED DESCRIPTOR</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Comprehension and Collaboration</b>
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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)
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**STRAND / COURSE**      **IA.SL.3. Speaking and Listening Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Presentation of Knowledge and Ideas</b>
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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)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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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)
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GRADE LEVEL EXPECTATION	L.3.1.d.	Form and use regular and irregular verbs. (L.3.1) (DOK 1,2)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
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GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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**STRAND / COURSE**      **IA.L.3. Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>
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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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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<b>DETAILED DESCRIPTOR</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of word relationships and nuances in word meanings.</b>
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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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
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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

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Phonics and Word Recognition</b>
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<b>DETAILED DESCRIPTOR</b>	<b>RF.3.3.</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
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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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Text Types and Purposes</b>
<b>DETAILED DESCRIPTOR</b>	<b>W.3.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Production and Distribution of Writing</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Range of Writing</b>
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**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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)
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**STRAND / COURSE**      **IA.L.3.      Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Conventions of Standard English</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

GRADE LEVEL EXPECTATION	L.3.2.a.	Capitalize appropriate words in titles. (L.3.2) (DOK 1)
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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)
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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)
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**STRAND / COURSE**      **IA.L.3.      Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Knowledge of Language</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

GRADE LEVEL EXPECTATION	L.3.3.a.	Choose words and phrases for effect. (L.3.3) (DOK 2)
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**STRAND / COURSE**      **IA.L.3.      Language Standards**

<b>ESSENTIAL CONCEPT AND/OR SKILL</b>		<b>Vocabulary Acquisition and Use</b>
<b>DETAILED DESCRIPTOR</b>	<b>L.3.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

GRADE LEVEL EXPECTATION	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)
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