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| **3rd Grade Language – Planning Tool** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collaborators: | | | | | | | | | | | | | Academic Year: | | | | | | | | | | | | | |
| *This planning tool can be used by collaborating teachers across a given school year or term to help insure full implementation of the Iowa Core Content Standards into their classroom instructional and assessment activities.* *Full implementation is accomplished when the district or school is able to provide evidence that an ongoing process is in place to ensure that each and every student is learning the standards and the essential concepts and skills of the Iowa Core. A school that has fully implemented the Iowa Core is engaged in an ongoing process of data gathering and analysis, decision making, identifying actions, and assessing the impact around alignment and professional development focused on content, instruction, and assessment. The school is fully engaged in a continuous improvement process that specifically targets improved student learning and performance.*  ***Effective implementation of the Iowa Core is not a simple checklist. Implementation requires that educators strategically and systematically address the knowledge and skills being taught, engage in collaboration around the use of effective instructional practices and materials and develop activities to elicit evidence of student learning that match the level of rigor called for in the standards.*** | | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **Aug.** | | | **Sept.** | | | **Oct.** | | | **Nov.** | | | | **Dec.** | | | **Jan.** | | **Feb.** | | **Mar.** | | **Apr.** | | **May** | |
| **Conventions of Standard English** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking. **(L.3.1.)(DOK 1,2)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Explain** the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Form** and **use** regular and irregular plural nouns. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Use** abstract nouns (e.g., *childhood*). | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Form** and **use** regular and irregular verbs. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Form** and **use** the simple (e.g., *I walked; I walk; I will walk*) verb tenses. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Ensure** subject-verb and pronoun-antecedent agreement. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Form** and **use** comparative and superlative adjectives and adverbs, and **choose** between them depending on what is to be modified. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Use** coordinating and subordinating conjunctions. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Produce** simple, compound, and complex sentences. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(L.3.2.)(DOK 1)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Capitalize** appropriate words in titles. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Use** commas in addresses. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Use** commas and quotation marks in dialogue. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
|  | | **Aug.** | | | **Sept.** | | | **Oct.** | | | **Nov.** | | | | **Dec.** | | | **Jan.** | | **Feb.** | | **Mar.** | | **Apr.** | | **May** |
| 1. **Form** and **use** possessives. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Use** conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Use** spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Consult** reference materials, including beginning dictionaries, as needed to **check** and **correct** spellings. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| **Knowledge of Language** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Use** knowledge of language and its conventions when writing, speaking, reading, or listening. **(L.3.3.)(DOK 2)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Choose** words and phrases for effect. | | |  | | |  | | |  | | |  | | | |  | |  | |  | |  | |  | |  |
| 1. **Recognize** and **observe** differences between the conventions of spoken and written standard English. | | |  | | |  | | |  | | |  | | | |  | |  | |  | |  | |  | |  |
| **Vocabulary Acquisition and Use** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **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.**(L.3.4.)(DOK 1,2,3)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * 1. **Use** sentence-level context as a clue to the meaning of a word or phrase. | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **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*). | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Use** a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). | |  | | |  | | |  | | |  | | | |  | | |  | |  | |  | |  | |  |
| 1. **Demonstrate** understanding of word relationships and nuances in word meanings. **(L.3.5.)(DOK 1,2,3)** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * 1. **Distinguish** the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). | | |  | | |  | | |  | | |  | | | |  | |  | |  | |  | |  | |  |

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|  | **Aug.** | **Sept.** | **Oct.** | **Nov.** | **Dec.** | **Jan.** | **Feb.** | **Mar.** | **Apr.** | **May** |
| * 1. **Identify** real-life connections between words and their use (e.g., describe people who are friendly or helpful). |  |  |  |  |  |  |  |  |  |  |
| * 1. **Distinguish** shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). |  |  |  |  |  |  |  |  |  |  |
| 1. **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)** |  |  |  |  |  |  |  |  |  |  |

**Language Arts Depth-Of-Knowledge Definitions - Writing**

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| ***Level 1 Recall of Information***  Level 1 requires the student to write or recite simple facts. This writing or recitation does **not** include complex synthesis or analysis but basic ideas. The students are engaged in listing ideas or words as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment or are asked to write simple sentences. Students are **expected** to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization and spelling. Some examples that represent but do **not** constitute all of Level 1 performance are: |

* Use punctuation marks correctly.
* Identify Standard English grammatical structures and refer to resources for correction.

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| ***Level 2 Basic Reasoning***  Level 2 requires some mental processing. At this level students are engaged in first draft writing or brief extemporaneous speaking for a limited number of purposes and audiences. Students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note-taking, outlining or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or web site. Some examples that represent but do **not** constitute all of Level 2 performance are: |

* Construct compound sentences.
* Use simple organizational strategies to structure written work.
* Write summaries that contain the main idea of the reading selection and pertinent details.

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| ***Level 3 Complex Reasoning***  Level 3 requires some higher level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage students are engaged in editing and revising to improve the quality of the composition. Some examples that represent but do **not** constitute all of Level 3 performance are: |

* Support ideas with details and examples.
* Use voice appropriate to the purpose and audience.
* Edit writing to produce a logical progression of ideas.

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| ***Level 4 Extended Reasoning***  Higher-level thinking is central to Level 4. The standard at this level is a multi- paragraph composition that demonstrates synthesis and analysis of complex ideas or themes. There is evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes. An example that represents but does **not** constitute all of Level 4 performance is: |

* Write an analysis of two selections, identifying the common theme and generating a purpose that is appropriate for both.