Essential Elements
English Language Arts

For Students with
Significant Cognitive Disabilities
"Unpacked"

June 10, 2015

The Iowa Core Essential Elements (EEs) are specific statements of knowledge and skills linked to the grade-level expectations identified in the Iowa Core Standards. The purpose of the EEs is to build a bridge from the content in the Iowa Core Standards to academic expectations for students with the most significant cognitive disabilities. A group of general educators, special educators, and content specialists from member states in the Dynamic Learning Maps (DLM) Consortium gathered to determine the essence of the Common Core State Standards (CCSS). The stakeholder group members were selected by their states to participate in this work. State education agency (SEA) representatives and SEA-selected teachers collaborated to develop the EEs.

Instruction of the Iowa Core ELA Essential Elements requires that

- Learning occurs through active participation and interaction with and exposure to meaningful content
- Learning that builds over time
- Application of knowledge and skills
- Active participation and interaction in learning activities
- Collaboration and communication (with adults and peers)
- Ongoing comprehensive instruction

The unpacked standards document identifies the concepts, skills, big ideas, and essential questions for each grade level cluster. This will help teachers understand what the student needs to know and be able to do. It is important to note that the standards do not support isolated skill development but conceptual understanding and skill development within context.

As individuals read through the unpacking it is also important to understand that the concepts, skills, and big ideas are written with vocabulary appropriate for the teacher. There is no expectation that students would repeat the wording in these sections. The essential questions were written from a student perspective. The essential questions should help teachers think about skills, concepts, and expressive communication opportunities.

Throughout the standards and the unpacked documents, communication implies a broad set of behaviors and combinations of behaviors which may or may not be a standardized form but which convey intent (purpose for communicating) and are understood by the listener. Since academic content is symbolic in nature, we must work to help students find ways to communicate what they know. We know this can be challenging for many students. Working closely with related services professionals and the students' parents is key. (qtd. in ELA Unpacking the Extended Standards, DPI NC)

The unpacked Iowa Core ELA Essential Elements provides teachers the concepts, skills, big ideas, and essential questions:

- To set the expectation for the learning goals in an instructional unit
- As instructional filters for selecting lessons and activities

Unpacking means to identify the concepts and skills found in the cluster of grade level EEs.

- What does the student need to know (concepts and content)?
- What does the student need to be able to do (skills)?
- Is there a context in which the information is nested (counting, equal shares, addition all nested in multiplication)?
- To what depth of understanding should the information be learned (identifying, remembering, analyzing, creating, etc.)

For every cluster the unpacked EEs document provides four components:

- Concept
    - Because the EEs were unpacked by cluster and not each Essential Element the concept is inferred from all of the EEs in the cluster

- Skills
    - What might that look like for students with significant cognitive disabilities?
        - Point
        - Eye gaze
        - Vocalize
        - Use of AAC system (with or without switches, high tech or low tech)
        - Partner assisted scanning
- Big Idea
    - What we want students to <u>comprehend</u> independently and <u>remember</u> indefinitely
        - Will the big idea apply to more than one content area of learning?
        - Will the big idea apply to more than one grade?
        - Will the big idea be important in the future?
        - Will the big idea be one a student can remember after instruction ends?

- Essential Questions
    - Are more narrowly focused and point to the big ideas and concepts
    - Provoke thought, discussion, inquiry, new understandings, and more questions
    - Ask students to consider alternates, weigh evidence, support ideas, and justify answers

- Spark meaningful connections with prior learning, personal experience, and prior lessons
- Help students transfer knowledge to other situations and subjects

Teams of Iowa ELA content and special education educators worked together to unpack the Iowa Core ELA Essential Elements

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These teams worked in consultation with Claire Greer, Ph.D. and Karen Erickson, Ph.D., from the Center for Literacy and Disabilities Center, UNC Chapel Hill, NC, who offered guidance based on their experience in standards and curriculum and alternate assessments of students with significant cognitive disabilities. As part of the unpacking process, the Dynamic Learning Maps in ELA were reviewed to ensure alignment to the concepts and skills assessed within the DLM ELA Alternate Assessment.

Why use the unpacked document? **E**ssentially, it is about ***good teaching*****.**

- Teachers across the state have indicated unpacked standards will help them decide what is important for their students to learn, what concepts and skills students need to succeed, connect with high-level thinking skills, and engage students in the material by setting a purpose for learning.
- In short, it helps teachers create unit and lesson plans that connect within and across content areas.

Iowa CORE ESSENTIAL ELEMENTS

Kindergarten English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	**EE.RL.K.1** With guidance and support, identify details in familiar stories.	**Concept:** Stories contain details that the reader can use to understand the text. **Skills:** Identify details, identify major events, identify characters and setting **Big Idea:** Key information is explicitly stated in stories. **Essential Questions:** What does the story tell me? Do I remember all of the important details? If I don't remember, what can I do? Who is in the story? Where does the story happen?
RL.K.2 With prompting and support, retell familiar stories, including key details.	**EE.RL.K.2** With guidance and support, identify major events in familiar stories.	
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	**EE.RL.K.3** With guidance and support, identify characters and settings in a familiar story.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RL.K.4 Ask and answer questions about unknown words in a text.	**EE.RL.K.4** With guidance and support, indicate when an unknown word is used in a text.	**Concepts:** *Print carries meaning and is stable over time.* **Skills:** Recognize unknown words within text; recognize familiar texts; identify print in stories. **Big Ideas**: We should understand the words we see and hear in stories. A story never changes no matter how many times we read it. Reading involves reading words not just looking at pictures. **Essential Questions**: What do the words that we are hearing mean? What part of the book are we supposed to read?
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	**EE.RL.K.5** With guidance and support, recognize familiar texts (e.g., storybooks, poems).	
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	**EE.RL.K.6** With guidance and support, distinguish between words and illustrations in a story.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	**EE.RL.K.7** With guidance and support, identify illustrations or objects/tactual information that go with a familiar story.	**Concepts:** Representations help explain the story but the text gives the details. **Skills:** Identify illustrations or objects/ tactual information that go with familiar text; identify characters; Identify what a character is doing in familiar text. **Big Ideas:** Authors/illustrators express ideas through words and pictures. Characters in stories have experiences. **Essential Questions:** Which illustration goes with this part of the story? Using this illustration what can you tell me about the text? What is the character doing?
RL.K.8 (Not applicable to literature)	**EE.RL.K.8** (Not applicable to literature)	
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**EE.RL.K.9** With guidance and support, identify the adventures or experiences of a character in a familiar story.	

Kindergarten English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.K.10 Actively engage in group reading activities with purpose and understanding.	**EE.RL.K.10** With guidance and support, actively engage in shared reading.	**Concepts:** *Participating in shared reading is an active process.* **Skills:** Listen to a text; communicate thoughts and feelings about a text; interact with others about a text. **Big Ideas:** Engagement during group reading requires thinking and communicating. **Essential Questions:** What do you want to share about the text? What do you notice about the words or illustrations? How do we communicate our thinking with others? What do I want to say?

Kindergarten English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	**EE.RI.K.1** With guidance and support, identify a detail in a familiar text.	**Concept:** *Texts contain details that the reader can use to understand the topic.*
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	**EE.RI.K.2** With guidance and support, identify the topic of a familiar text.	**Skills:** Identify the topic, events, individuals and supporting details from the text.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**EE.RI.K.3** With guidance and support, identify individuals, events, or details in a familiar informational text.	**Big Idea:** Informational text includes details that help us remember and identify the topic. **Essential Questions:** What does the text tell me? What was an important detail from the text? What important details do I remember? If I don't remember, what can I do?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	**EE.RI.K.4** With guidance and support, indicate when an unknown word is used in a text.	**Concepts:** *Print carries meaning and is stable over time.*
RI.K.5 Identify the front cover, back cover, and title page of a book.	**EE.RI.K.5** With guidance and support, identify the front cover of a book.	**Skills:** Indicate unknown words; identify front cover of a book; identify illustrations; identify the print.
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	**EE.RI.K.6** With guidance and support, distinguish between words and illustrations in an informational text.	**Big Ideas:** *We should understand the words we see and hear in books. A text never changes no matter how many times we read it. Reading involves reading words not just looking at pictures.* **Essential Questions:** Questions: What do the words that we are reading mean? When you come to an unknown word or words you do not know, what can you do? Where are the words we should read? How do I know the difference between the words and the illustrations? How do we know it is the front cover of the book?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	**EE.RI.K.7** With guidance and support, identify illustrations or objects/tactual information that go with a familiar text.	**Concepts:** Similar ideas appear across illustrations and texts.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	**EE.RI.K.8** With guidance and support, identify points the author makes in an informational text.	**Skills:** Identify text with topic; identify illustrations or objects/ tactual information that go with familiar text, and texts on the same topic.
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**EE.RI.K.9** With guidance and support, match similar parts of two familiar texts on the same topic.	**Big Ideas:** Authors express information through words and illustrations. A single topic or idea can appear in many texts. **Essential Questions:** How do the illustrations go with text? How is the text like other texts we know? Where have we seen or heard this information before? What does the author want you to know?

Kindergarten English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.K.10 Actively engage in group reading activities with purpose and understanding.	**EE.RI.K.10** With guidance and support, actively engage in shared reading of informational text.	**Concepts:** *Participating in shared reading is an active process.* **Skills: L**isten to a text; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Ideas:** Engagement during shared reading requires thinking, communicating, and interacting **Essential Questions:** What do you want to share about the text? What do you notice about the words or illustrations? How do we communicate our thinking with others?

Kindergarten English Language Arts Standards: Reading (Foundational Skills)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Print Concepts		
RF.K.1 Demonstrate understanding of the organization and basic features of print.	**EE.RF.K.1** Demonstrate emerging understanding of the organization of print.	**Concept:** *Texts have consistent features.* **Skills:** Turn pages or advance through the text one page at a time from the beginning to end. **Big Idea:** Books convey meaning when read from beginning to end. **Essential Questions:** Where do I start reading this book? Where do I go after reading this page?
a. Follow words from left to right, top to bottom, and page by page.	**a.** With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end.	
b. Recognize that spoken words are represented in written language by specific sequences of letters.	**b.** Not applicable	
c. Understand that words are separated by spaces in print.	**c.** Not applicable	
d. Recognize and name all upper- and lowercase letters of the alphabet.	**d.** Not applicable	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Phonological Awareness		
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**EE.RF.K.2** Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes).	**Concept:** *Words have sounds and sound sequences that can be identified.* **Skills:** Identify sounds in words and syllables; recognize rhyming words; identify number of words in a spoken message; compare sounds in words; identify syllables in words. **Big Idea:** The sounds and syllables in words can be identified, isolated, and compared. **Essential Questions:** What sound do we hear at the beginning of the word? How many parts do we hear in the word? How many words did we hear in the spoken message? What other words have the same sound? What rhyming words do I hear?
a. Recognize and produce rhyming words.	**a.** With guidance and support, recognize rhyming words.	
b. Count, pronounce, blend, and segment syllables in spoken words.	**b.** With guidance and support, recognize the number of words in a spoken message.	
c. Blend and segment onsets and rimes of single syllable spoken words.	**c.** With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.	
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)	**d.** Not applicable	
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**e.** Not applicable	

Iowa CORE ESSENTIAL ELEMENTS

Kindergarten English Language Arts Standards: Reading (Foundational Skills)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Phonics and Word Recognition		
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**EE.RF.K.3** Demonstrate emerging awareness of print.	**Concept:** *The letters/sounds in own name are always the same, but they can appear in other words.* **Skills:** Identify name; identify first letter/ sound in name; recognize environmental print. **Big Idea:** Our name contains letters that can be used to read and write other words **Essential Questions:** Where is my name? What is the first letter in my name? Where do I see words around me?
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	**a.** With guidance and support, recognize first letter of own name in print.	
b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	**b.** Not applicable	
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	**c.** With guidance and support, recognize environmental print.	
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**d.** Not applicable	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Fluency		
RF.K.4 Read emergent-reader text with purpose and understanding.	**EE.RF.K.4** Engage in purposeful shared reading of familiar text.	**Concept:** Participating in shared reading is an active process. **Skills:** Turn pages or advance through the book; inspecting or studying individual pages; sustained attention through the book. **Big Idea:** Independently exploring books helps children learn about the features of books. **Essential Questions:** How do we see what happens next? How do we find our favorite parts? What do we do when we find a part we like?

Kindergarten English Language Arts Standards: Writing		
*** Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.**		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Text Types and Purposes		
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)	**EE.W.K.1** With guidance and support, select a familiar book and use drawing, dictating, or writing to state an opinion about it.	**Concept:** Opinions information can be shared through writing **Skills:** Select a book, topic or event and draw, dictate or write to share an opinion or give information. **Big Idea:** Self-selecting familiar books, topics, and events tap background knowledge and experience making it easier to form opinions and ideas to draw, dictate, or write about. **Essential Questions:** What's my opinion of this book, topic or event? How can I share my opinions, information, and ideas? What information do I want share?
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**EE.W.K.2** With guidance and support, select a familiar topic and use drawing, dictating, or writing to share information about the topic.	
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	**EE.W.K.3** With guidance and support, select an event and use drawing, dictating, or writing and share information about it.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Production and Distribution of Writing		
W.K.4 (Begins in grade 3)	**EE.W.K.4** (Begins in grade 3)	**Concept:** Using digital tools can improve the quality of written messages. **Skills:** Communicate multiple ideas; explore digital tools; work with others to produce a written text **Big Idea:** Digital tools can support production and publication of written work. **Essential Questions:** How does this digital tool work? How can I produce and publish writing with this tool?
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**EE.W.K.5** (Begins in grade 1)	
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	**EE.W.K.6** With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Research to Build and Present Knowledge		
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	**EE.W.K.7** With guidance and support, participate in shared research and writing objects.	**Concept:** *Familiar experiences serve as an important source of information for writing.* **Skills:** Recall information from familiar topics, books and activities; relate information, objects or events to own experience. **Big Idea:** Information recalled or identified from familiar topics, activities, and experiences can be recorded through shared writing. **Essential Questions:** What do we remember about this book/activity? What do we know about this? When have we seen something like this before? When have we done something like this before? What should we write about it? How do we write it?
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**EE.W.K.8** With guidance and support from adults, identify information, objects, or events that relate to personal experiences.	
W.K.9 (Begins in grade 4)	**EE.W.K.9** (Begins in grade 4)	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Writing		
W.K.10 (Begins in grade 3)	**EE.W.K.10** (Begins in grade 3)	

Kindergarten English Language Arts Standards: Speaking and Listening		
***Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.**		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Comprehension and Collaboration		
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	**EE.SL.K.1** Participate in conversations with others.	**Concept:** *Communication occurs between two or more people for a variety of purposes.* **Skills:** Use communicative behaviors to convey message; use language to convey message; answer questions; ask for help. **Big Idea:** Communicative behaviors and language are used to exchange information and interact socially with others. **Essential Questions:** Who do I want to communicate with? What do I want to communicate? What else do I want to say? What do I know about this book? What information can you share with me about the story? What do I do if I don't remember? How can I ask for help? What word (s) answers the question? What do I do if I don't remember? How can I ask for help?
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	**a.** Communicate directly with supportive adults or peers.	
b. Continue a conversation through multiple exchanges.	**b.** Participate in multiple-turn communication exchanges with support from adults.	
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	**EE.SL.K.2** Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.	
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**EE.SL.K.3** Ask for help when needed.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Presentation of Knowledge and Ideas		
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**EE.SL.K.4** With guidance and support, identify familiar people, places, things, and events.	**Concept:** *Things you know, think and feel can be communicated through language and /or representations.* **Skills:** Identify familiar people, places, things, events; make choices; add or select representations; use language to communicate. **Big Idea:** Language and representations can be used to tell others what you are thinking. **Essential Questions:** What information do I know about the people, places, things, and events? What picture can you draw or pick that tells something about the ideas? How can I relate these ideas to my own experiences? What do I want to share with others about my thoughts, feelings, and ideas?
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	**EE.SL.K.5** With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	**EE.SL.K.6** With guidance and support, communicate thoughts, feelings, and ideas.	

Kindergarten English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Conventions of Standard English		
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.K.1** Demonstrate emerging understanding of letter and word use.	**Concept:** *Different words have different meanings and uses.* **Skills:** Distinguish letters from symbols and shapes; use nouns and plural nouns; answer simple questions; make selection from an array; indicate or move an object to show its position: on, off, in, out; use two or more words to communicate. **Big Idea:** Communication involves the understanding and use of a variety of words that can be combined. **Essential Questions:** What am I being asked? What is the name of that person, place or thing? What do you call that action? What words can I use together?
a. Print many upper- and lowercase letters.	**a.** With guidance and support, distinguish between letters and other symbols or shapes.	
b. Use frequently occurring nouns and verbs	**b.** With guidance and support, use frequently occurring nouns in communication.	
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	**c.** With guidance and support, use frequently occurring plural nouns.	
d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	**d.** With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices.	
e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	**e.** With guidance and support, demonstrate understanding of common prepositions: *on, off, in, out.*	
f. Produce and expand complete sentences in shared language activities.	**f.** With guidance and support, link two or more words together in communication.	
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.K.2** Not applicable	
a. Capitalize the first word in a sentence and the pronoun I.		
b. Recognize and name end punctuation.		
c. Write a letter or letters for most consonant and short vowel sounds (phonemes).		
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Knowledge of Language		
L.K.3 (Begins in grade 2)	**EE.L.K.3** (Begins in grade 2)	

Kindergarten English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Vocabulary Acquisition and Use		
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	**EE.L.K.4** Demonstrate emerging knowledge of word meanings.	**Concept:** *Vocabulary is learned through exploration and use across contexts.*
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	**a.** With guidance and support, demonstrate understanding of words used in every day routines.	**Skills:** Respond to words used in daily routines; sort common objects into categories; identify and select opposites and common verbs to communicate in real life situations.
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	**b.** Not applicable.	**Big Idea:** Words are related to each other and the context in which they are used.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	**EE.L.K.5** Demonstrate emerging understanding of word relationships.	**Essential Questions:** What word do I need to use? How are these words the same and different? What is the opposite of this word? What word(s) have I learned that would help me here? What action took place in this text?
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	**a.** With guidance and support, sort common objects into familiar categories.	
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	**b.** With guidance and support, demonstrate understanding of frequently occurring opposites.	
c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	**c.** With guidance and support, use words to communicate in real-life situations.	
d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	**d.** With guidance and support, demonstrate an understanding of common verbs.	
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**EE.L.K.6** With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.	

First Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.1.1 Ask and answer questions about key details in a text.	**EE.RL.1.1** Identify details in familiar stories.	**Concept:** *Stories contain details that the reader must remember.* **Skills:** Identify details, characters, and setting. Recount major events. **Big Idea:** Key information is explicitly stated in stories. **Essential Questions:** What does the story tell me? What are some of the events that happened in the story? If I don't know or remember, what can I do? Who is important in the story? Why are they important? What is the setting of the story?
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**EE.RL.1.2** With guidance and support, recount major events in familiar stories.	
RL.1.3 Describe characters, settings, and major events in a story, using key details.	**EE.RL.1.3** Identify characters and settings in a familiar story.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**EE.RL.1.4** With guidance and support, identify sensory or feeling words in a familiar story.	**Concept:** Texts tell about a topic through stories. **Skills:** Identify sensory or emotion words within text, identify a text that tells a story, identify who is telling the story. **Big Idea:** Texts convey messages and words and phrases within a text can express emotion. **Essential Questions:** Which words tell me how the characters feel? Which text tells me a story? Who is telling the story?
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	**EE.RL.1.5** With guidance and support, identify a text as telling a story.	
RL.1.6 Identify who is telling the story at various points in a text.	**EE.RL.1.6** With guidance and support, identify a speaker within a familiar story.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	**EE.RL.1.7** Identify illustrations or objects/tactual information that go with a familiar story.	**Concepts:** *Words, illustrations or objects/tactuals can describe different characters and their experiences or story events.* **Skills:** Identify illustrations or objects/tactual information that support what is in the text; identify details that describe characters and events; identify characters experiences as same or different. **Big Ideas:** Authors describe characters and events through words and illustrations; characters can have many different types of experiences. **Essential Questions:** Which words or illustrations/objects/tactual information tell me about this character? What is happening in the story? What is the character doing or experiencing? Are these characters doing the same thing? Are these characters thinking or feeling the same thing?
RL.1.8 (Not applicable to literature)	**EE.RL.1.8** (Not applicable to literature)	
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	**EE.RL.1.9** With guidance and support identify adventures or experiences of characters in a story as same or different.	

Iowa CORE ESSENTIAL ELEMENTS

First Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	**EE.RL.1.10** With guidance and support, actively engage in shared reading for a clearly stated purpose.	**Concepts:** *Participating in shared reading is an active process.* **Skills:** Listen to a text for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Ideas:** Engagement during group reading requires thinking and communicating. **Essential Questions:** What is my purpose for listening? What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

First Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RI.1.1 Ask and answer questions about key details in a text.	**EE.RI.1.1** Identify details in familiar text.	**Concept:** *Informational texts contain details that the reader can use to demonstrate their understanding of the topic.*
RI.1.2 Identify the main topic and retell key details of a text.	**EE.RI.1.2** With guidance and support, identify details related to the topic of a text.	**Skills:** Identify details in a familiar text; identify individuals and events in a familiar informational text; identify details about a topic, event, or individual in familiar informational texts.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**EE.RI.1.3** Identify individuals, events, or details in a familiar informational text.	**Big Idea:** Key information is explicitly stated in texts; readers must remember information from a text. **Essential Questions:** What does the text tell me? What important details do I remember? If I don't remember, what can I do? What are the important individuals, events or details in the text?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**EE.RI.1.4** With guidance and support, ask a reader to clarify the meaning of a word in a text.	**Concept:** *Print carries meaning and is stable over time.*
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**EE.RI.1.5** Locate the front cover, back cover, and title page of a book.	**Skills:** Identify the front cover, back cover and title page of a book; ask for clarification on the meaning of a word within a text; identify the difference between the illustrations and words in the text.
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**EE.RI.1.6** Distinguish between words and illustrations in a text.	**Big Idea:** Readers need to understand the words and illustration to make meaning from text. **Essential Questions:** What words don't I understand in the text? What should I do if I don't understand a word? Where is the front cover, back cover, or title page of the book? What part of the book am I supposed to read?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	**EE.RI.1.7** Identify illustrations or objects/tactual information that go with a familiar text.	**Concepts:** *Similar ideas appear across illustrations and texts.*
RI.1.8 Identify the reasons an author gives to support points in a text.	**EE.RI.1.8** Identify points the author makes in a familiar informational text.	**Skills:** Identify illustrations or objects/tactual information that support what is in the text; identify points the author makes; match similar information from two texts on the same topic.
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**EE.RI.1.9** With guidance and support, match similar parts of two texts on the same topic.	**Big Ideas:** Authors express ideas through words and illustrations. One topic or idea can appear in many texts. **Essential Questions:** Which illustration goes with this part of the text? How is the text like other text we know? Where have I seen or heard this information before? What does the author want me to know?

First Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.1.10 With prompting and support read informational texts appropriately complex for grade 1.	**EE.RI.1.10** Actively engage in shared reading of informational text.	**Concepts:** *Participating in shared reading is an active process.* **Skills:** Listen to a text for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Ideas:** Engagement during group reading requires thinking and communicating. **Essential Questions:** What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others?

Iowa CORE ESSENTIAL ELEMENTS

First Grade English Language Arts Standards: Reading (Foundational Skills)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Print Concepts		
RF.1.1 Demonstrate understanding of the organization and basic features of print.	**EE.RF.1.1** Demonstrate emerging understanding of the organization of print.	**Concept:** *Texts have consistent features.*
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**a.** Demonstrate understanding of the organization and basic features of print (e.g., left-to-right, top-to-bottom orientation of print, one-to-one correspondence between written and spoken word).	**Skills:** Show/indicate the direction in which text is read, left-to-right, top-to-bottom, and orientation of print; turn pages or advance through text one page at a time from beginning to end; indicate each written word as it spoken (student doesn't actually have to read just follow the one-to-one correspondence between written and spoken word). **Big Idea:** Sentences are made up of words. Each written word corresponds with a spoken word. **Essential Questions:** How do I know where one word ends and the next word begins? How do I know which word to read next? What do I do when we come to the end of a page?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Phonological Awareness		
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**EE.RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	**Concept:** *Words are made up of sounds.*
a. Distinguish long from short vowel sounds in spoken single-syllable words.	**a.** Recognize rhyming words.	**Skills:** Identify beginning sounds in words; identify single syllable words or pictures when given oral segmented phonemes; identify rhyming words; substitute individual sounds to create one-syllable words.
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	**b.** With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word.	**Big Idea:** Sounds in words can be identified, isolated or blended.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	**c.** Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word.	**Essential Questions:** What sound do I hear at the beginning of the word? What other words have the same sounds? What sound(s) do I hear at the end of the word? What word do I get when I change this sound?
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**d.** With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	

First Grade English Language Arts Standards: Reading (Foundational Skills)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Phonics and Word Recognition		
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**EE.RF.1.3** Demonstrate emerging letter and word identification skills.	**Concept:** *Letters are used in words we know.*
a. Know the spelling-sound correspondences for common consonant digraphs.	a. Identify upper case letters of the alphabet.	**Skills:** Identify the uppercase letters of the alphabet; identify familiar words used in every day routines.
b. Decode regularly spelled one-syllable words.	b. With guidance and support, recognize familiar words that are used in every day routines.	**Big Idea:** The letters of the alphabet make up words that can be found in every day routines.
c. Know final -e and common vowel team conventions for representing long vowel sounds.	c. Not applicable.	**Essential Questions:** What letter is this? Which word starts with that letter? Which word goes with this picture or symbol? Where would I find this word?
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	d. Not applicable.	
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	e. Not applicable.	
f. Read words with inflectional endings.	f. Not applicable.	
g. Recognize and read grade-appropriate irregularly spelled words.	g. Not applicable.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Fluency		
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	**EE.RF.1.4** Begin to attend to words in print.	**Concept:** *Books can be read and studied.*
a. Read on-level text with purpose and understanding.	**a.** Engage in sustained, independent study of books.	**Skills:** Independently turn pages in a book or navigate pages in a multi-media book; attend to words and pictures in a text for an extended period of time; listen, communicate and interact during shared reading.
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	**b.** Participate in shared reading of a variety of reading materials reflecting a variety of text genre.	**Big Idea:** Reading books involves attending to the words and pictures in a text.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**c.** Not applicable.	**Essential Questions:** Have I checked out everything on this page? What do I notice about the words or illustrations? Do I have anything I want to share about this page? Am I ready to go to the next page?

Iowa CORE ESSENTIAL ELEMENTS

First Grade English Language Arts Standards: Writing		
*** Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.**		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Text Types and Purposes		
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	**EE.W.1.1** Select a familiar book and use drawing, dictating, or writing to state an opinion about it.	**Concept:** *There are many reasons to write.* **Skills:** Select a book, topic, or event to draw, dictate, or write to share an opinion or give information. **Big Idea:** Drawing, dictating, and writing are ways to compose a message. **Essential Questions:** What should I write about? What do I want to write about it? Do I have an opinion I want to share in writing? Is there other information or more information I should include in my writing?
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	**EE.W.1.2** Select a familiar topic and use drawing, dictating, or writing to share information about it.	
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	**EE.W.1.3** Select an event and use drawing, dictating, or writing to share information about it.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Production and Distribution of Writing		
W.1.4 (Begins in grade 3)	**EE.W.1.4** (Begins in grade 3)	**Concept:** Writing more information and using digital tools can improve the quality of written messages. **Skills:** Communicate multiple ideas; explore digital tools; work with adults to add more to what has already been written. **Big Idea:** Writing can be improved by adding more information and using digital tools to support production and publication. **Essential Questions:** What else do I have to say about this topic? How does this digital tool work? How can I produce and publish writing with this tool?
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	**EE.W.1.5** With guidance and support from adults, add more information to own drawing, dictation, or writing to strengthen it.	
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**EEW.1.6** With guidance and support from adults, explore a variety of digital tools to produce individual or group writing.	

First Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Research to Build and Present Knowledge		
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	**EE.W.1.7** With guidance and support, participate in shared research and writing projects.	**Concept:** *Familiar experiences serve as an important source of information for writing.*
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**EE.W.1.8** With guidance and support from adults, identify information related to personal experiences and answer simple questions about those experiences.	**Skills:** Recall information from familiar topics, books and activities; Relate information, objects or events to own experience; answer simple questions about those experiences.
W.1.9 (Begins in grade 4)	**EE.W.1.9** (Begins in grade 4)	**Big Idea:** Information recalled or identified from familiar topics, activities, and experiences can be recorded through shared writing. **Essential Questions:** What do I remember about this book/activity? What do I know about this? When have I seen something like this before? When have I done something like this before? What should I write about it? How do I write it?
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Writing		
W.1.10 (Begins in grade 3)	**EE.W.1.10** (Begins in grade 3)	

Iowa CORE ESSENTIAL ELEMENTS

First Grade English Language Arts Standards: Speaking and Listening		
*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Comprehension and Collaboration		
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	**EE.SL.1.1** Participate in conversations with adults.	**Concept:** *Communication occurs between two or more people for a variety of purposes.* **Skills:** Use language to convey message; answer questions or ask for help; contribute to an established topic or comment. **Big Idea:** Language is used to exchange information, expand on ideas or topics and interact socially with others. **Essential Questions:** Who do I want to talk to? What do I want to say? What else do I want to say? What can I add to the conversation? What do I know about this book? What word(s) answers the question? What do I do if I don't know or don't remember?
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	**a.** Engage in multiple-turn exchanges with supportive adults.	
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	**b.** Build on comments or topics initiated by an adult.	
c. Ask questions to clear up any confusion about the topics and texts under discussion.	**c.** Uses one or two words to ask questions related to personally relevant topics.	
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	**EE.SL.1.2** During shared reading activities, answer questions about details presented orally or through other media.	
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	**EE.SL.1.3** Communicate confusion or lack of understanding ("I don't know.").	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Presentation of Knowledge and Ideas		
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	**EE.SL.1.4** Identify familiar people, places, things, and events.	**Concept:** *Things you know, think and feel can be communicated through language and representations.* **Skills:** Identify familiar people, places, things, events, make choices; add or select drawings or other visual tactual displays that relate to familiar people, places, things, and events; identify when there is a need to provide more information; provide more information. **Big Idea:** Language and representations can be used to tell others what you are thinking. **Essential Questions:** Who is that? Where is that? What is that? Can I pick a picture or draw something that tells about the person? (e.g., That's Mommy. Mommy drives a van. I pick a picture of a van.) What do I know about this person? Which word can I use to describe that person? Which words describe the place where I am going? Which words describe what that is? Which words describe this activity? What do I want to show others about that? How can I say what I am thinking or feeling? Do I need to say more about what I am thinking or feeling?
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	**EE.SL.1.5** Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.	
SL.1.6 Produce complete sentences when appropriate to task and situation.	**EE.SL.1.6** With guidance and support, provide more information to clarify ideas, thoughts, and feelings.	

First Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Conventions of Standard English		
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.1.1** Demonstrate emerging understanding of letter and word use.	**Concept:** *Letters can be combined into different words and words can be combined to create different meanings.*
a. Print all upper- and lowercase letters.	**a.** Write letters from own name.	**Skills:** Use letters to write own name; use nouns and plural nouns in communication; use personal pronouns, present tense verbs,
b. Use common, proper, and possessive nouns.	b. Use frequently occurring nouns in communication.	Frequently occurring adjectives, common prepositions, and simple question words: use a period to end a sentence; use letters to create words; identify the letters that represent sounds needed to spell words.
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	c. Use frequently occurring plural nouns in communication.	
d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	**d.** With guidance and support, use familiar personal pronouns (e.g., I, me, and you).	**Big Idea:** Communication involves the use of a variety of words that can be combined and can be written using letter and letter-sound knowledge.
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	**e.** Use familiar present tense verbs.	**Essential Questions:** What sounds do I hear in the word I want to write? How do I write that letter? What is the name of that person, place or thing and what words could I use to describe it? How do we show a sentence is complete? What word in the sentence tells you what the person doing?
f. Use frequently occurring adjectives.	**f.** With guidance and support, use familiar frequently occurring adjectives (e.g., big, hot).	
g. Use frequently occurring conjunctions (e.g., and, but, or, so, because).	**g.** Not applicable.	
h. Use determiners (e.g., articles, demonstratives).	**h.** Not applicable.	
i. Use frequently occurring prepositions (e.g., during, beyond, toward).	**i.** With guidance and support, use common prepositions (e.g., on, off, in, out).	
j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**j.** With guidance and support, use simple question words (interrogatives) (e.g., who, what).	
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.1.2** Demonstrate emerging understanding of conventions of standard English.	
a. Capitalize dates and names of people.	**a.** Not applicable.	
b. Use end punctuation for sentences.	**b.** With guidance and support during shared writing, put a period at the end of a sentence.	
c. Use commas in dates and to separate single words in a series.	**c.** Not applicable.	
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	**d.** With guidance and support, use letters to create words.	
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**e.** With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.	

Iowa CORE ESSENTIAL ELEMENTS

First Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Knowledge of Language		
L.1.3 (Begins in grade 2)	**EE.L.1.3** (Begins in grade 2)	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Vocabulary Acquisition and Use		
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	**EE.L.1.4** Demonstrate emerging knowledge of word meanings.	**Concept:** *Words and their relationships are learned through exploration and use across contexts.* **Skills:** Identify words used in every day routines; determine the meaning of words within context; sort common objects into familiar categories; identify attributes of familiar words; identify real-life connections between words and their use; use words across contexts or settings. **Big Idea:** Words are related to each other and the context in which they are used. **Essential Questions:** What word do I need to use? What word do I know that makes sense here? How are these words the same and different? What do I know about this word? How can I use this word to communicate? What words can I put together to communicate?
a. Use sentence-level context as a clue to the meaning of a word or phrase.	**a.** Demonstrate understanding of words used in every day routines.	
b. Use frequently occurring affixes as a clue to the meaning of a word.	**b.** Not applicable.	
c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	c. Not applicable.	
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	**EE.L.1.5** Demonstrate emerging understanding of word relationships.	
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	**a.** With guidance and support, sort common objects into familiar categories.	
b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	**b.** With guidance and support, identify attributes of familiar words.	
c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).	**c.** With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.	
d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	**d.** Not applicable.	
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	**EE.L.1.6** With guidance and support, use words acquired through conversations, being read to, and during shared reading activities.	

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**EE.RL.2.1** Answer who and where questions to demonstrate understanding of details in a familiar text.	**Concept:** *Stories have details.*
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	**EE.RL.2.2** Using details from the text, recount events from familiar stories from diverse cultures.	**Skills:** Answer who and where questions; recount (using past tense verbs) events in familiar stories; identify character's actions.
RL.2.3 Describe how characters in a story respond to major events and challenges.	**EE.RL.2.3** Identify the actions of the characters in a story.	**Big Idea:** It is important to use key details to build understanding of stories. **Essential Questions:** Who is in the story? Where do the events take place in the story? What is the character doing? If I don't remember, what can I do?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	**EE.RL.2.4** Use rhyming or repetition to identify words that meaningfully complete a familiar story, poem, or song.	**Concept:** *Texts have parts which are predictable and orderly.*
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**EE.RL.2.5** Determine the beginning and ending of a familiar story with a logical order.	**Skills:** Choose appropriate words to complete lines of poems, stories or songs; sequence beginning and end of a familiar story; connect characters with dialog.
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**EE.RL.2.6** Identify the speakers in a dialogue.	**Big Idea:** Readers use the parts of a text to understand it. **Essential Questions:** What rhyming word do I need to finish this line? What word or words would I use to complete the story? What have I already heard that fits here? When should I say it again? What happened first? What happened last? Who said that?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**EE.RL.2.7** Identify illustrations or objects/tactual information in print or digital text that depict characters.	**Concepts:** Authors and illustrators have their own style which adds meaning to a text.
RL.2.8 (Not applicable to literature)	**EE.RL.2.8** (Not applicable to literature)	**Skills:** Identify illustrations or objects/tactual information that depict the characters; identify words that describe characters; Identify how events are alike or the same in the story.
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**EE.RL.2.9** Identify similarities between two episodes in a story.	**Big Ideas:** Illustrations and words are used together to describe information in a text. **Essential Questions:** Which words, pictures, objects/tactuals tell me about this character? How are these two parts the same in the story?

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.2.10 By the end of the year read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RL.2.10** Actively engage in shared reading of stories and poetry for clearly stated purposes.	**Concepts:** *Participating in shared reading is an active process.* **Skills:** Listen to a story or a poem for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Ideas:** Engagement during group reading requires thinking and communicating. **Essential Questions:** What is my purpose for listening? What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**EE.RI.2.1** Answer who and what questions to demonstrate understanding of details in a familiar text.	**Concept:** *Texts provide the reader or the listener with important information.*
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**EE.RI.2.2** Identify the topic of the text.	**Skills:** Answer who and what questions; identify the topic of a text; identify individuals, events and details.
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**EE.RI.2.3** Identify individuals, events, or details in an informational text.	**Big Idea:** It is important to use key details to build understanding of text. **Essential Questions:** What kind of information is in this text? What does the text tell me? If I don't understand the details, what can I do? What is this text about? Who is the text talking about? What does the text tell me to do?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	**EE.RI.2.4** Identify words related to a topic of a text.	**Concept:** *Authors and illustrators use specific words and pictures to provide information to the reader.*
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**EE.RI.2.5** Identify details in informational text or its graphic representations.	**Skills:** Identify words related to a given topic; locate facts or information; identify the author and the illustrator; identify that the author wrote the information and the illustrator made the pictures.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**EE.RI.2.6** Identify the role of the author and the illustrator.	**Big Idea:** Text and text features organize the topic and provide key facts and information. **Essential Questions:** What are the important words in this text? What do I do if I don't understand? What is the topic of this text What are key facts? What information is important? What can I do if I can't find the facts or information? What is the role of the author/illustrator?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**EE.RI.2.7** Identify illustrations or objects/tactual information that go with a text.	**Concepts:** There are many ways of conveying information in texts.
RI.2.8 Describe how reasons support specific points the author makes in a text.	**EE.RI.2.8** Identify points the author makes in an informational text.	**Skills:** Identify illustrations, objects/tactual information that go with text; identify opinions, ideas or facts provided by the author. Identify two texts on the same topic; identify common elements (e.g., identify same ingredients in two recipes, compare information of two websites on same topic).
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	**EE.RI.2.9** Identify a common element between two texts on the same topic.	**Big Ideas:** Information can be derived from what an author says, the pictures that are used, and the topic of the text. **Essential Questions:** Which illustrations or objects/tactual information go with the text? What information did the author provide? What is similar about these two texts?

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RI.2.10** Actively engage in shared reading of informational text including history/SS, science, and technical texts.	**Concepts:** *Participating in shared reading is an active process.* **Skills:** Listen to a text for a purpose; attend to the words on the page (words or Braille); communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Ideas:** Engagement during group reading requires thinking and communicating. **Essential Questions:** What is my purpose for listening? What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Reading (Foundational Skills)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Phonics and Word Recognition		
F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**EE.RF.2.3** Demonstrate emerging use of letter-sound knowledge to read words.	**Concept:** Letters have sounds that can be combined to form words. **Skills:** Identify lower case letters; identify single consonant sounds; identify 10 or more written words. **Big Idea:** Reading words involves knowing letters, corresponding sounds and remembering whole words. **Essential Questions:** What sound does that letter have? What letter has that sound? What is this letter? What word is this? How can I remember that word?
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	**a.** Identify the lower case letters of the alphabet.	
b. Know spelling-sound correspondences for additional common vowel teams.	**b.** Identify letter sound correspondence for single consonants.	
c Decode regularly spelled two-syllable words with long vowels.	**c.** Not applicable.	
d. Decode words with common prefixes and suffixes.	**d.** Not applicable.	
e. Identify words with inconsistent but common spelling-sound correspondences.	**e.** Not applicable.	
f. Recognize and read grade-appropriate irregularly spelled words.	**f.** Recognize 10 or more written words.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Fluency		
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	**EE.RF.2.4** Attend to words in print.	**Concepts:** *Reading is an active process.* **Skills:** Attend to text; read words that are familiar. **Big Ideas:** Engagement during reading requires attending and reading words. **Essential Questions:** Where is the text on the page? What words can I read on this page?
a. Read on-level text with purpose and understanding.	**a.** Read familiar text comprised of known words.	
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	**b.** Not applicable.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**c.** Not applicable.	

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Writing		
*** Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.**		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Text Types and Purposes		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	**EE.W.2.1** Select a book and write, draw, or dictate to state an opinion about it.	**Concept:** *Writers communicate about a topic, an opinion, an event or personal experience in multiple ways.*
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	**EE.W.2.2** Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.	**Skills:** Select a book, topic, event or personal experience; write, draw, or dictate to compose a message and state an opinion; compose a message with one fact about a topic.
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	**EE.W.2.3** Select an event or personal experience and use drawing, writing, or dictating to compose a message about it.	**Big Idea:** Drawing, dictating, and writing are ways to compose a message and communicate information or an opinion. **Essential Questions:** What should I write about? What's my opinion of this book? What do I want to write about this topic? What fact do I want to include in my message? What event or personal experience do I want to write about?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Production and Distribution of Writing		
W.2.4 (Begins in grade 3)	**EE.W.2.4** (Begins in grade 3)	**Concept:** *There are multiple ways to improve writing.*
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	**EE.W.2.5** With guidance and support from adults and peers, add more information to own drawing, dictation, or writing to strengthen the message.	**Skills:** Communicate multiple ideas; use digital tools; work with adults and peers to add more information to a drawing, dictation, or a written text.
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	**EE.W.2.6** With guidance and support from adults and peers, use technology (including assistive technologies) to produce and publish writing.	**Big Idea:** Writing can be strengthened by working with others, adding more information and/or using digital tools to support production and publication. **Essential Questions:** What else do I have to say about this topic? How does this digital tool work? How can I produce and publish writing with this tool? What did my teacher or classmate say about my writing?

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Research to Build and Present Knowledge		
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	**EE.W.2.7** Participate in shared research and writing projects.	**Concept:** *Personal experiences and research can be important sources of information for writing.*
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	**EE.W.2.8** Identify information related to personal experiences and answer simple questions about those experiences.	**Skills:** Communicate ideas on a specific topic; attend to others' ideas; recall information from past experiences (e.g., familiar topics, books, activities); identify information that links to present experience; relate information to own experience; answer questions about specific experiences.
W.2.9 (Begins in grade 4)	**EE.W.2.9** (Begins in grade 4)	**Big Idea:** Information recalled or identified from past or present experiences can help answer questions and can be recorded through shared writing.
		Essential Questions: What do I have to say about this topic or experience? What can I add to my writing? What do I remember about my experience? What did my peers or an adult write? What questions do I have about what someone else wrote? What information relates to my own experiences?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Writing		
W.2.10 (Begins in grade 3)	**EE.W.2.10** (Begins in grade 3)	

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Speaking and Listening		
***Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.**		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Comprehension and Collaboration		
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	**EE.SL.2.1** Participate in conversations with adults and peers.	**Concept:** *Communication occurs between two or more people for a variety of purposes.* **Skills:** Communicate to convey message; listen to what another person is saying; respond to partner; express confusion; answer questions; contribute two or more ideas or comments to an established topic; take turns asking and answering questions. **Big Idea:** Back and forth communication exchanges provide an opportunity to seek clarification and demonstrate knowledge more completely than single question-answer exchanges. **Essential Questions:** Who do I want to communicate with? What can I add to the conversation? What do I do if I don't understand? What do I know about this book? What is important to remember? What word(s) can I use to answer the question? What do I do if I don't remember? What describing words do I know? What words describe the key ideas? What words describe details from the text?
a. 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).	**a.** Engage in multiple-turn exchanges with peers with support from an adult.	
b. Build on others' talk in conversations by linking their comments to the remarks of others.	**b.** Build on others' talk in conversations by linking their comments to the remarks of others.	
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	**c.** Ask for clarification and further explanation as needed about the topics and texts under discussion.	
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**EE.SL.2.2** During shared reading activities, ask and answer questions about details presented orally or through other media.	
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	**EE.SL.2.3** Answer questions about the details provided by the speaker.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Presentation of Knowledge and Ideas		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**EE.SL.2.4** Identify a photograph or object that reflects a personal experience and tell one detail about it.	**Concept:** *Language and other representations can be used to communicate and make your message clear.* **Skills:** Identify photograph or object, visual, audio or tactual representations to provide one detail relating to personal experiences. Combine words to clarify a message. **Big Idea:** Things you experience, think and feel can be communicated and clarified through words and other representations. **Essential Questions:** What can I share about a personal experience? What can I choose to represent my personal experience? What words can I use to clearly communicate my message about this experience?
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	**EE.SL.2.5** Select visual, audio, or tactual representations to depict a personal experience.	
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EE.SL.2.6** Combine words when communicating to provide clarification.	

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Conventions of Standard English		
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.2.1** Demonstrate understanding of letter and word use.	**Concept:** *The meaning of the message depends on the words and letters used.* **Skills:** Write* all upper case letters; use common nouns, pronouns, verbs, and adjectives; communicate using two or more combined words; capitalize first letter of familiar names; identify spelling patterns in rhyming words; use print in environment to support reading and spelling. **Big Idea:** Communication involves choosing the right words and using the right letters to spell those words. **Essential Questions:** What sound do I hear at the beginning of the word I want to write? How do I write that letter? What do I call that person, place or thing? How can I describe that person, place or thing? What is another word with the same spelling pattern? If I don't know how to spell this word what could I do?
a. Use collective nouns (e.g., group).	**a.** Produce all upper case letters.	
b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	**b.** Use common nouns (e.g., mom, dad, boy, girl) in communication.	
c. Use reflexive pronouns (e.g., myself, ourselves).	**c.** Use frequently occurring pronouns to refer to self and others (e.g., we, they, him, her, and them).	
d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, and told).	**d.** Use frequently occurring verbs.	
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	**e.** Use frequently occurring adjectives.	
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	**f.** Combine two or more words together in communication.	
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.2.2** Demonstrate emerging understanding of conventions of standard English.	
a. Capitalize holidays, product names, and geographic names.	**a.** With guidance and support, capitalize the first letter of familiar names.	
b. Use commas in greetings and closings of letters.	**b.** Not applicable.	
c. Use an apostrophe to form contractions and frequently occurring possessives.	**c.** Not applicable.	
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	**d.** Identify printed rhyming words with the same spelling pattern.	
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**e.** Consult print in the environment to support reading and spelling.	

Iowa CORE ESSENTIAL ELEMENTS

Second Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Knowledge of Language		
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**EE.L.2.3** Use language to achieve desired outcomes when communicating.	**Concept:** Language is an effective means of communication. **Skills:** Use words, signs, or symbols to communicate **Big Idea:** Words, signs, and symbols all provide a way to use language to make requests, comment, or share information. **Essential Questions:** What do I want to say? What word(s) will help someone understand me? What word(s) describes how I feel? What word(s) do I know that I could use here? What do I know about that? What do I think about that?
a. Compare formal and informal uses of English.	**a.** Use symbolic language when communicating.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Vocabulary Acquisition and Use		
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	**EE.L.2.4** Demonstrate knowledge of word meanings.	**Concept:** *Words have meaning across context and in relation to one another.* **Skills:** Use new vocabulary in context; identify the words in compound words; Identify real-life connections between words and their use; use common verbs in context; **Big Idea:** Words are learned by relating them to other words in and across contexts. **Essential Questions:** What does this word mean? What new word did I learn? What two words make up this word? What word can I use to describe what has happened? Which words are action words?
a. Use sentence-level context as a clue to the meaning of a word or phrase.	**a.** Demonstrate knowledge of new vocabulary drawn from reading and content areas.	
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	**b.** Not applicable.	
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	**c.** Not applicable.	
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	**d.** Identify the words comprising compound words.	
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**e.** Not applicable.	
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	**EE.L.2.5** Demonstrate understanding of word relationships and use.	
a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	**a.** Identify real-life connections between words and their use (e.g., happy: "I am happy.").	
b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	**b.** Demonstrate understanding of the meaning of common verbs.	
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	**EE.L.2.6** Use words acquired through conversations, being read to, and during shared reading activities.	

Third Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EE.RL.3.1** Answer who and what questions to demonstrate understanding of details in a text.	**Concept:** Stories have details. **Skills:** Answer who and what questions; recount events and details from the text; identify character's feeling. **Big Idea:** It is important to use key details to build understanding of stories. **Essential Questions:** Who is in the story? What happened in the story? What were the most important events? How did the characters feel?
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.	**EE.RL.3.2** Associate details with events in stories from diverse cultures.	
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	**EE.RL.3.3** Identify the feelings of characters in a story.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	**EE.RL.3.4** Determine words and phrases that complete literal sentences in a text.	**Concept:** *The structure of a text supports understanding and influences point of view.* **Skills:** Identify key words to complete sentences; sequence beginning, middle, and end of a story; identify own personal point of view from a part of the story. **Big Idea:** Using the structure of a text and key words help us to comprehend the story and determine our own point of view. **Essential Questions:** What word do I need to complete this sentence? What happened first in this story? What happened next? What happened last? What do I think about the text?
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	**EE.RL.3.5** Determine the beginning, middle, and end of a familiar story with a logical order.	
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	**EE.RL.3.6** Identify personal point of view about a text.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
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).	**EE.RL.3.7** Identify parts of illustrations or tactual information that depicts a particular setting, or event.	**Concept:** Texts can share story elements and have similar illustrations. **Skills:** Identify parts of illustrations or tactual information that depicts a particular setting, or event; identify common elements in two stories (e.g., characters, setting, problem, solution) **Big Idea:** Illustrations or tactual information depict story elements and those elements can be similar across two stories. **Essential Questions:** What parts of the illustration or tactual information tell me about the setting or event? What is the same about the setting in the two stories? What is different?
RL.3.8 (Not applicable to literature)	**EE.RL.3.8** (Not applicable to literature)	
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**EE.RL.3.9** Identify common elements in two stories in a series.	

Third Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.3.10 By the end of the year read and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	**EE.RL.3.10** Demonstrate understanding while actively engaged in shared reading of stories, dramas, and poetry.	**Concept:** *Participating in shared reading is an active process.* **Skills:** Read or listen to a text for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading or listening? What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

Third Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**EE.RI.3.1** Answer who and what questions to demonstrate understanding of details in a text.	**Concept:** *Texts provide the reader or listener with important information.*
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	**EE.RI.3.2** Identify details in a text.	**Skills:** Answer who and what questions, identify details in a text, sequence two events from a text.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**EE.RI.3.3** Order two events from a text as "first" and "next."	**Big Idea:** It is important to use key details to build understanding of text. **Essential Questions:** Who or what is this text about? What information is important? What occurred first? What occurred next? If I don't understand the details, what can I do?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topics or subject area.	**EE.RI.3.4** Determine words and phrases that complete literal sentences in a text.	**Concept:** *Texts have structures that make them easier to understand.*
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**EE.RI.3.5** With guidance and support, use text features including headings and key words to locate information in a text.	**Skills:** Identify key words to complete sentences; use text features including headings and key words to locate information in a text; identify own personal point of view.
RI.3.6 Distinguish their own point of view from that of the author of a text.	**EE.RI.3.6** Identify personal point of view about a text.	**Big Idea:** Using the structure of a text and key words help us to comprehend the information and determine our own point of view. **Essential Questions:** What word do I need to complete this sentence? Which text features will help me find information in the text? What do I think about the text?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
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).	**EE.RI.3.7** Use information gained from visual elements and words in the text to answer explicit who and what questions.	**Concept:** *Comprehension is supported by connecting and comparing information within and across texts.*
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).	**EE.RI.3.8** Identify two related points the author makes in an informational text.	**Skills:** Answer questions about information in visuals and words; describe the connection between information in a text; identify similar details across two texts.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	**EE.RI.3.9** Identify similarities between two texts on the same topic.	**Big Idea:** Comparing and connecting information in a text or between two texts supports comprehension. **Essential Questions:** What does the text tell me? What do the visual elements tell me? How are these two things related? How are these two texts that same?

Third Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.3.10 By the end of the year, read and comprehends 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.	**EE.RI.3.10** Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	**Concept:** Participating in shared reading is an active process. **Skills:** Read or listen to a text for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group reading requires thinking and communicating. **Essential Questions:** Why are we reading this text? What should we listen for? What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others? What do I want to say?

Third Grade English Language Arts Standards: Reading (Foundational Skills)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Phonics and Word Recognition		
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**EE.RF.3.3** Use letter-sound knowledge to read words.	**Concept:** *Letters have sounds that can be combined to form words.*
a. Identify and know the meaning of the most common prefixes and derivational suffixes.	**a.** In context, demonstrate basic knowledge of letter-sound correspondences.	**Skills:** Identify all letter-sound associations, decode single-syllable words, read 40 or more written words.
b. Decode words with common Latin suffixes.	**b.** With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel- consonant [CVC] or high-frequency rimes).	**Big Idea:** Reading words involves knowing letter sounds, blending those sounds, and remembering whole words.
c. Decode multi-syllable words.	**c.** Not applicable.	**Essential Questions:** What letter has that sound? What are the sounds in this word? How do I blend those sounds together? Have I seen that spelling pattern before? What word do I know that will help me read this word? What connections can I make to this word to help me remember it?
d. Read grade-appropriate irregularly spelled words.	**d.** Recognize 40 or more written words.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Fluency		
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	**EE.RF.3.4** Read words in text.	**Concept:** *Reading words with accuracy supports comprehension.*
a. Read on-level text with purpose and understanding.	**a.** Read familiar text comprised of known words.	**Skills:** Read familiar text, use context to determine missing words in a text.
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	**b.** Not applicable.	**Big Idea:** Reading involves recognizing the words and understanding their meaning.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**c.** Use context to determine missing words in familiar texts.	**Essential Questions:** What is this word? What word would make sense in this sentence?

Third Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
Text Types and Purposes		
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	**EE.W.3.1** Write opinions about topics or text.	**Concept:** *Selecting a topic and additional information are important to the process of writing.* **Skills:** Select a topics and texts; state an opinion about the topic or text; give a reason to support that opinion; write words to convey information; write a fact or detail related to the topic; write about events or personal experiences; Use the names of the people involved when writing about events or personal experiences. **Big Idea:** Deciding what to write about and what additional information to include are important steps in writing. **Essential Questions:** What should I write about? What do I think about that? Why? What words are related to that topic? Who are the important people in the event or personal experience? What are the facts about this topic? Does what I wrote make sense? Will someone else understand it? When writing about something I did, what happened first? What did I do next?
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	**a.** Select a text and write an opinion about it.	
b. Provide reasons that support the opinion.	**b.** Write one reason to support an opinion about a text.	
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	**c.** Not applicable.	
d. Provide a concluding statement or section.	**d.** Not applicable.	
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**EE.W.3.2** Write to share information supported by details.	
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	**a.** Select a topic and write about it including one fact or detail.	
b. Develop the topic with facts, definitions, and details.	**b.** Not applicable.	
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	**c.** Not applicable.	
d. Provide a concluding statement or section.	**d.** Not applicable.	
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**EE.W.3.3** Write about events or personal experiences.	
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**a.** Select an event or personal experience and write about it including the names of people involved.	
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**b.** Not applicable.	
c. Use temporal words and phrases to signal event order.	**c.** Not applicable.	
d. Provide a sense of closure.	**d.** Not applicable.	

Third Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Production and Distribution of Writing		
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.)	**EE.W.3.4** With guidance and support, produce writing that expresses more than one idea.	**Concept:** *Writing is a way to communicate with others.* **Skills:** Identify purpose for writing; write about more than one idea; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing; interacting with others to collaborate about writing. **Big Idea:** Writing can be strengthened by working with others, revising, and using digital tools to support production and publication. **Essential Questions:** Why am I writing this? Does it make sense? Do I need to change words or phrases so it makes sense? Do I need to change the order of the words, phrases or sentences? What else can I write to make it easier for someone to understand? What did my teacher or classmate say about my writing? What do they want me to change or add? How can I produce and publish writing with this tool?
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 on pages 28 and 29.)	**EE.W.3.5** With guidance and support from adults and peers, revise own writing.	
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.	**EE.W.3.6** With guidance and support from adults, use technology to produce writing while interacting and collaborating with others.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Research to Build and Present Knowledge		
W.3.7 Conduct short research projects that build knowledge about a topic.	**EE.W.3.7** Identify information about a topic for a research project.	**Concept:** *Information can be acquired from multiple sources and organized in different ways.* **Skills:** Identify a topic; identify sources that will give information about the topic; identify information from the source; sort the information into given categories; write about each piece of information. **Big Idea:** Books, internet, people, and media are all sources of information that can be sorted to support understanding about a topic. **Essential Questions:** What do I want to know about? Where can I find information on this topic? Which book will give me information on that topic? Who could I ask about the topic? How can I sort the information into the categories? What information do I want to include in my writing?
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.	**EE.W.3.8** Sort information on a topic or personal experience into two provided categories and write about each one.	
W.3.9 (Begins in grade 4)	**EE.W.3.9** (Begins in grade 4)	

Third Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Writing		
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.	**EE.W.3.10** Write routinely for a variety of tasks, purposes, and audiences.	**Concept:** *There are many reasons to write.* **Skills:** Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. **Big Idea:** To become a good writer you have to write every day for many different reasons. **Essential Questions:** What am I going to write about? Why am I writing it? Who will read it? Did I write enough?

Iowa CORE ESSENTIAL ELEMENTS

Third Grade English Language Arts Standards: Speaking and Listening		
*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
Comprehension and Collaboration		
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.	**EE.SL.3.1** Engage in collaborative discussions.	**Concept:** *Communication occurs between two or more people for a variety of purposes.*
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.	**a.** Engage in collaborative interactions about texts.	**Skills:** Communicate to convey message, respond to partner; ask questions, clarify a message, answer questions; identify details in a text read aloud; ask or answers questions regarding details.
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).	**b.** Listen to others' ideas before responding.	**Big Idea:** Back and forth communication exchanges provide opportunities to build more complete understandings, clarify messages, and demonstrate knowledge more completely than single question-answer exchanges.
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	**c.** Indicate confusion or lack of understanding about information presented.	**Essential Questions:** Who do I want to talk to? What do I want to say? What can I add to that? What do I want to know more about? Who can I ask? How can I make my message more clear? What do I know about this text? What is important to remember? What do I do if I don't remember? What words describe details from the text? What word(s) answers the question? What important information came from this text?
d. Explain their own ideas and understanding in light of the discussion.	**d.** Express ideas clearly.	
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.	**EE.SL.3.2** Identify details in a text read aloud or information presented orally or through other media.	
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**EE.SL.3.3** Ask or answer questions about the details provided by the speaker.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
Presentation of Knowledge and Ideas		
SL.3.4 Report on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	**EE.SL.3.4** Recount a personal experience, story, or topic including details.	**Concept:** *Language and other representations can be used to communicate and make your message clear.*
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**EE.SL.3.5** Create a multimedia presentation of a story or poem.	**Skills:** Recount a personal experience, story or topic. Create a multimedia presentation of a story or poem. Combine words to clarify thoughts, feelings, and ideas in various contexts.
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EE.SL.3.6** Combine words for effective communication to clarify thoughts, feelings, and ideas in various contexts.	**Big Idea:** Experiences, thoughts, and feelings can be recounted and shared through words and other representations. **Essential Questions:** What can I share about this experience, story, or topic? What multi-media will I choose to represent my story or poem? Can I pick a picture or some music that tells about this? Can I draw something that tells about this? Is my message clear? Do I need to say more? What words can I use to clearly communicate a message?

Iowa CORE ESSENTIAL ELEMENTS

Third Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Conventions of Standard English		
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.3.1** Demonstrate standard English grammar and usage when communicating.	**Concept:** *The meaning of the message depends on the words used.* **Skills:** Use noun + verb, noun + adjective, and subject + verb + object in combinations in communication; use regular plural nouns, present and past tense verbs, common adjectives, in communication; capitalize first letter of familiar names; use periods at the end of a sentence; use resources to spell common high-frequency words; use spelling patterns to spell new words with the same pattern; use environmental print to support reading and spelling. **Big Idea:** Communication involves choosing the right words and using the right letters to spell those words. **Essential Questions:** What do I call that person, place or thing? What is the person or thing doing? How can I describe it? What if there is more than one? How do I tell what happened? How do I tell what I did? How do I tell what is happening now? How do I tell what I am doing now? Who is doing something? What is that person doing? If I don't know how to write a word, what resources can I use?
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	**a.** Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication.	
b. Form and use regular and irregular plural nouns.	**b.** Use regular plural nouns in communication.	
c. Use abstract nouns (e.g., childhood).	**c.** Not applicable.	
d. Form and use regular and irregular verbs.	**d.** Use present and past tense verbs.	
e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	**e.** Not applicable.	
f. Ensure subject-verb and pronoun-antecedent agreement.	**f.** Not applicable.	
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	**g.** Use common adjectives.	
h. Use coordinating and subordinating conjunctions.	**h.** Not applicable (see EE.L.3.1.a)	
i. Produce simple, compound, and complex sentences.	**i.** Ask simple questions.	
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.3.2** Demonstrate understanding of conventions of standard English.	
a. Capitalize appropriate words in titles.	**a.** Capitalize the first letter of familiar names.	
b. Use commas in addresses.	**b.** During shared writing, indicate the need to add a period at the end of a sentence.	
c. Use commas and quotation marks in dialogue.	**c.** Not applicable.	
d. Form and use possessives.	**d.** Not applicable.	
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	**e.** Use resources as needed to spell common high-frequency words accurately.	
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	**f.** Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern.	
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**g.** Consult print in the environment to support reading and spelling.	

Iowa CORE ESSENTIAL ELEMENTS

Third Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Knowledge of Language		
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**EE.L.3.3** Use language to achieve desired outcomes when communicating.	**Concept:** *Language is an effective means of communication.* **Skills:** Use words, signs, or symbols to: make requests, share information, or comment. **Big Idea:** Words, signs, and symbols all provide a way to use language to make requests, comment, or share information. **Essential Questions:** What do I want to say? What words, signs or symbols can I use to say that? What do I know about that? What do I think about that?
a. Choose words and phrases for effect.*	**a.** Use language to make simple requests, comment, or share information.	
b. Recognize and observe differences between the conventions of spoken and written standard English.	**b.** Not applicable.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Vocabulary Acquisition and Use		
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	**EE.L.3.4** Demonstrate knowledge of word meanings.	**Concept:** *Words have meaning across context and in relation to one another.* **Skills:** Use the context of a sentence to determine a missing word; use the verb to identify if something has happened in the past or is happening now; use words in context; use newly acquired words across contexts; identify words that describe emotions; use words that describe spatial relationships; use words that describe time-based relationships; identify real-life connections between words and their use. **Big Idea:** Words are learned by relating them to other words in and across contexts. Words provide information about time, location, and emotion. **Essential Questions:** What word fits in that sentence? What word do I know that makes sense here? When did that happen? What does this word mean? What word describes how I feel? What word do I know that I could use here? Where is that? When will that happen? How can I use that word in my life?
a. Use sentence-level context as a clue to the meaning of a word or phrase.	**a.** With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud.	
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).	**b.** With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs.	
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	**c.** Not applicable.	
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and	**d.** Not applicable.	
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	**EE.L.3.5** Demonstrate understanding of word relationships and use.	
a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	**a.** Determine the literal meaning of words and phrases in context.	
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	**b.** Identify real-life connections between words and their use (e.g., happy: "I am happy.").	
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	**c.** Identify words that describe personal emotional states.	
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).	**EE.L.3.6** Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later).	

Iowa CORE ESSENTIAL ELEMENTS

Fourth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**EE.RL.4.1** Use details from the text to recount what the text says.	**Concept:** *Understanding a text involves identifying explicit details and putting the information together to determine what the text is about.*
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	**EE.RL.4.2** Identify the theme or central idea of a familiar story, drama or poem.	**Skills:** Identify key details; recount explicit examples from the text; identify the theme or main idea; identify words that describe characters.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions).	**EE.RL.4.3** Use details from the text to describe characters in the story.	**Big Idea:** Stories, dramas and poems supply the reader with information that help us describe events and characters and to identify what the text is about. **Essential Questions:** How can I use the details from the text to recount the text? What is the text about? What words describe the characters?
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Craft and Structure		
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**EE.RL.4.4** Determine the meaning of words in a text.	**Concept:** *Texts have features that distinguish them from one another.*
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**EE.RL.4.5** Identify elements that are characteristic of stories.	**Skills:** Use context clues to determining meaning of the text; identify story elements, such as who are the characters in the story, what is the setting, and what happened in the story; identify who is narrating a text.
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	**EE.RL.4.6** Identify the narrator of a story.	**Big Idea:** Poems, dramas and stories have different structures and different narrators but many features that make them similar. **Essential Questions:** How can you use the text to determine its meaning? Who are the characters in the story? What is the setting? What happened in the story? Who is telling the story?

Fourth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Integration of Knowledge and Ideas		
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**EE.RL.4.7** Make connections between the text representation of a story and a visual, tactual, or oral version of a story.	**Concept:** *Text and illustrations convey meaning in stories, myths, and traditional literature from different cultures.* **Skills:** Match text with a visual, tactual, or oral version of a text; identify details in a visual, tactual, or oral version that were not included in the text; identify details in the text that are not included in the visual, tactual, or oral version; compare characters; compare events; compare settings. **Big Idea:** Multiple representations of a story, myth or other traditional form of literature can provide the same or different information. The characters, settings, and/or events can be similar across two stories, myths or other traditional forms of literature. **Essential Questions:** Which visual, tactual, or oral version of a story goes with these words? What details are in this visual, tactual, or oral version of a story that were not in the text? What details are in these words that were not in the picture? How are the characters in these two stories, myths, or pieces of traditional literature that same? How the events in these are two stories, myths, or pieces of traditional literature that same? How the settings in these are two stories, myths, or pieces of traditional literature that same? How do the characters, settings, or events compare between different cultures?
RL.4.8 (Not applicable to literature)	**EE.RL.4.8** (Not applicable to literature)	
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**EE.RL.4.9** Compare characters, settings or events in stories, myths or texts from different cultures.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.4.10 By the end of the year read and comprehends literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RL.4.10** Demonstrate understanding of text while actively engaging in shared reading of stories, dramas, and poetry.	**Concept:** *Participating in shared reading is an active process.* **Skills:** Read or listen to a text for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading or listening? What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others? What do I want to say?

Fourth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Key Ideas and Details		
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**EE.RI.4.1** Identify explicit details in an informational text.	**Concept:** Texts provide explicit information that can be used to figure out what the text means. **Skills:** Identify which details or examples explain what the text says explicitly; identify the main idea; identify specific details relating to individuals, events or ideas in a text. **Big Idea:** To learn about the main idea, individual, event, or idea it's important to identify relevant details. **Essential Questions:** What details help explain what the text says? What is the main idea and how do I know? What important information did the text tell me about this individual? What important information did the text tell me about this event? What important information did the text tell me about this idea?
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**EE.RI.4.2** Identify the main idea of a text when it is explicitly stated.	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**EE.RI.4.3** Identify an explicit detail that is related to an individual, event, or idea in a historical, scientific, or technical text.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Craft and Structure		
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	**EE.RI.4.4** Determine meaning of words in text.	**Concept:** Texts have features that distinguish them from one another. **Skills:** Identify the meaning of words using clues from the text; identify structural elements that are characteristics of informational texts such as bold words, headers, and graphics; identify ways our own experiences are like the experience described in a written account. **Big Idea:** Informational texts have a structure that provides the reader ways of understanding the information and the structure helps readers make comparisons. **Essential Questions:** What is the meaning of the word in the text? If I don't know the meaning of a word what text clues did the author provide? Which text features will help me find information in the text? How was my experience like the one described in the text?
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	**EE.RI.4.5** Identify elements that are characteristic of informational texts.	
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**EE.RI.4.6** Compare own experience with a written account of the experience.	

Fourth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Integration of Knowledge and Ideas		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**EE.RI.4.7** Answer questions about information presented visually, orally, or quantitatively.	**Concept:** *Comprehension is supported by seeking information and comparing that information across texts.* **Skills:** Answer questions about the information in the text; answer questions about information in the graphics; identify information that supports a particular point; compare two texts on the same topic. **Big Idea:** The information presented visually, orally, or quantitatively in a text provides details and examples that support comprehension and can be compared across texts. **Essential Questions:** What does the text tell me? What do the visual elements tell me? What evidence supports that point? How are these two texts the same?
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	**EE.RI.4.8** Identify one or more reasons supporting a specific point in an informational text.	
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**EE.RI.4.9** Compare details presented in two texts on the same topic.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RI.4.10** Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	**Concept:** *Participating in shared reading is an active process.* **Skills:** Read or listen to a text for a purpose; communicate thoughts and feelings about a text; interact with others about a text. **Big Idea:** Engagement during group reading requires thinking and communicating. **Essential Questions:** Why are we reading this text? What should we listen for? What do I want to share about the text? What do I notice about the words or illustrations? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

Fourth Grade English Language Arts Standards: Reading (Foundational Skills)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Phonics and Word Recognition		
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**EE.RF.4.3** Use letter-sound knowledge to read words.	**Concept:** *Letter sound knowledge plus context are important in decoding.* **Skills:** Use first letter plus context to decode unfamiliar words; decode single syllable words with common spelling patterns. **Big Idea:** Reading words is supported by letter sound knowledge, context, and memory. **Essential Questions:** What letter- sound does the word start with? What are the sounds in this word? How do I blend those sounds together? What word do I know that will help me read this word? What connections can I make to this word to help me remember it?
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**a.** Apply letter-sound knowledge to use first letter plus context to identify unfamiliar words.	
	b. Decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes).	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Fluency		
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	**EE.RF.4.4** Read words in text.	**Concept:** *Reading words with accuracy supports comprehension.* **Skills:** Recognize words; use letter knowledge and context to identify words in text. **Big Idea:** Reading involves recognizing the words and understanding their meaning. **Essential Questions:** What sounds do these letters make? What word do I get when I blend those sounds together? What do these words mean? What does this text mean?
a. Read on-level text with purpose and understanding.	**a.** Read text comprised of familiar words with accuracy and understanding.	
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**b.** Not applicable.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**c.** Use letter knowledge and context to support word recognition when reading.	

Iowa CORE ESSENTIAL ELEMENTS

Fourth Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Text Types and Purposes		
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**EE.W.4.1** Write opinions about topics or text.	**Concept:** *Selecting a topic and important additional information helps a writer achieve his/her purpose.* **Skills:** Select a topic or text; write an opinion about the topic or text; list reasons that support an opinion; select visual, tactual or multimedia information related to the topic as appropriate; list words, facts, or details related to the topic, event, and personal experience; write about a personal experience including two sequenced events. **Big Idea:** Deciding what to write about and what additional information to include are important steps in writing. **Essential Questions:** What should I write about? What facts and details are related to that topic? Which illustrations or visual/tactiles/multimedia information relate to the topic? Does what I wrote make sense to me and others? If no, how can I clarify my writing? Which event happened first? Which event happened next?
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	**a.** Select a topic or text and write an opinion about it.	
b. Provide reasons that are supported by facts and details.	**b.** List reasons to support the opinion.	
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	**c.** Not applicable.	
d. Provide a concluding statement or section related to the opinion presented.	**d.** Not applicable.	
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**EE.W.4.2** Write to share information supported by details.	
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**a.** Select a topic and write about it including related visual, tactual, or multimedia information as appropriate.	
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**b.** List words, facts, or details related to the topic.	
c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	**c.** Not applicable.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**d.** Not applicable.	
e. Provide a concluding statement or section related to the information or explanation presented.	**e.** Not applicable	
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**EE.W.4.3** Write about events or personal experiences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**a.** Write about a personal experience including two events in sequence.	
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	**b.** List words that describe an event or personal experience to use when writing about it.	
c. Use a variety of transitional words and phrases to manage the sequence of events.	**c.** Not applicable.	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**d.** Not applicable.	
e. Provide a conclusion that follows from the narrated experiences or events.	**e.** Not applicable	

Iowa CORE ESSENTIAL ELEMENTS

Fourth Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Production and Distribution of Writing		
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.4.4** Produce writing that expresses more than one idea.	**Concept:** *We write so that others can understand what we want them to know and so they can refer back to it.*
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	**EE.W.4.5** With guidance and support from adults and peers, plan before writing and revise own writing.	**Skills:** Identify purpose for writing; write about more than one idea; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce writing; interact with others to collaborate about writing.
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	**EE.W.4.6** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	**Big Idea:** Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience. **Essential Questions:** Why am I writing this? Who is going to read it? Does what I wrote make sense to me and others? If no, how can I clarify my writing? What else can I write to make it easier for someone to understand? What else do I want to write about that? How can this technology help me produce and publish my writing? What does my teacher or classmates say about my writing?
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Research to Build and Present Knowledge		
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	**EE.W.4.7** Gather information about a topic from two or more sources for a research project.	**Concept:** *Information can be acquired from multiple sources and organized in different ways so we can write about our ideas.*
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	**EE.W.4.8** Recall and sort information from personal experiences or a topic into given categories.	**Skills:** Identify a topic; identify sources that will give information about the topic; identify information relevant to personal experiences; identify information from the source; sort the information into given categories; write about literature that has been read or heard; use what was learned in reading to support writing.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**EE.W.4.9** Recall information from literary and informational text to support writing.	
a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	**a.** Apply Essential Elements of Grade 4 Reading Standards to literature (e.g., "Use details from text to describe a character in a story.").	**Big Idea:** Information to use in writing can be found in multiple sources, categorized in different ways, or learned by reading or listening to text for a variety of purposes.
b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**b.** Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text.").	**Essential Questions:** What do I want to know about? Where can I find information on this topic? How can I sort the information into the categories? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text? What evidence do I have to support my writing?

Fourth Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Writing		
W.4.10 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.	**EE.W.4.10** Write routinely for a variety of tasks, purposes, and audiences.	**Concept:** *There are many reasons to write.* **Skills:** Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. **Big Idea:** To become a good writer you have to write every day for many different reasons. **Essential Questions:** What am I going to write about? Why am I writing it? Who will read it? Did I write enough to clearly convey my message?

Iowa CORE ESSENTIAL ELEMENTS

Fourth Grade English Language Arts Standards: Speaking and Listening		
*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Comprehension and Collaboration		
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	**EE.SL.4.1** Engage in collaborative discussions.	**Concept:** *Communication occurs between two or more people for a variety of purposes.*
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.	**a.** Contribute ideas from prior knowledge of a text during discussions about the same text.	**Skills:** Communicate to convey a message; use prior knowledge about text to comment, respond, or expand on discussion; ask questions; answer questions, Identify key ideas in discussion; identify points made by a speaker.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	**b.** With guidance and support, carry out assigned role in a discussion.	**Big Idea:** Back and forth communication exchanges provide opportunities to build more complete understandings, clarify messages, add to discussions and demonstrate knowledge more completely than single question-answer exchanges.
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	**c.** Answer specific questions related to information in a discussion.	**Essential Questions:** Who do I want to talk to? What do I want to say? What do I want to know more about? What did they mean by that? Who can I ask? What words answer the question? How can I make my message? What can I add to that person's comment? What do I know about this book? What words or phrases describe the meaning? What did the speaker say that was important? What do I do if I don't remember or understand?
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**d.** Identify the key ideas in a discussion.	
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EE.SL.4.2** Ask and answer questions about details from a text read aloud or information presented orally or through other media.	
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	**EE.SL.4.3** Identify a point that the speaker makes.	

Fourth Grade English Language Arts Standards: Speaking and Listening		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Presentation of Knowledge and Ideas		
SL.4.4 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.	**EE.SL.4.4** Retell a story or personal experience or recount a topic with supporting details.	**Concept:** *Language and other representations can be used to communicate and make your message clear.* **Skills:** Retell a story or personal experience with details; recount a topic with supporting details; add audio recording or visual/ tactual to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use formal or informal communication (i.e., messages that are precise or messages that are quick and efficient). **Big Idea:** Experiences, thoughts, and feelings can be communicated and enhanced using language and other representations. Sometimes one or two words are all that are needed and at other times whole sentences are required. **Essential Questions:** What do I want to talk about? What are some things I know about that? What multimedia will I choose to represent my topic? What picture or music can I add to this? Can I make something that helps others understand my message? Who will I be communicating with? What words can I use to clearly communicate a message?
SL.4.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	**EE.SL.4.5** Add audio recordings or visuals to a presentation about a personally relevant topic.	
SL.4.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	**EE.SL.4.6** Differentiate between communication partners and contexts that call for formal and informal communication.	

Fourth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Conventions of Standard English		
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.4.1** Demonstrate standard English grammar and usage when communicating.	**Concept:** *It matters which words and letters you choose when communicating.* **Skills:** Use possessive pronouns; combine nouns or pronouns and verbs; use comparative and superlative adjectives to describe people or objects; use common prepositions; combine three or more words in communication; capitalize the first word of the sentence; spell words phonetically. **Big Idea:** Choose and combine words that clearly communicate the intended message. **Essential Questions:** What words describe the nouns? How can I describe where that goes, where I got it, where I want you to put it, and/or who that belongs to? What sounds do I hear in that word? What word do I know that will help me spell this word? What do I do with the first word in a sentence?
a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	**a.** Use possessive pronouns.	
b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	**b.** Combine common nouns with verbs, nouns, or pronouns in communication.	
c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	**c.** Not applicable.	
d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	**d.** Use comparative and superlative adjectives to describe people or objects.	
e. Form and use prepositional phrases.	**e.** Use common prepositions (e.g., to, from, in, out, on, off, by, with).	
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	**f.** Combine three or more words in communication.	
g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	**g.** Not applicable.	
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.4.2** Demonstrate understanding of conventions of standard English.	
a. Use correct capitalization.	**a.** Capitalize the first word in a sentence.	
b. Use commas and quotation marks to mark direct speech and quotations from a text.	**b.** Not applicable.	
c. Use a comma before a coordinating conjunction in a compound sentence.	**c.** Not applicable.	
d. Spell grade-appropriate words correctly, consulting references as needed.	**d.** Spell words phonetically, drawing on knowledge of letter- sound relationships, and/or common spelling patterns.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Knowledge of Language		
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**EE.L.4.3** Use language to achieve desired outcomes when communicating.	**Concept***: Language is the process of communication.* **Skills:** Use words, signs, or symbols to express emotions and communicate. **Big Idea:** Words, signs, and symbols all provide a way to express emotions and communicate how I feel. **Essential Questions:** How do I feel? What words can I use to describe those feelings? How can I communicate that to others? What do I want to say? Who do I want to communicate with? What words, signs or symbols can I use to say that?
a. Choose words and phrases to convey ideas precisely.*	**a.** Use language to express emotion.	
b. Choose punctuation for effect.*	**b.** Not applicable.	
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	**c.** Communicate effectively with peers and adults.	

Iowa CORE ESSENTIAL ELEMENTS

Fourth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Vocabulary Acquisition and Use		
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	**EE.L.4.4** Demonstrate knowledge of word meanings.	**Concept:** *Words have meaning across context and in relation to one another.*
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**a.** Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult.	**kills:** Use the context of a sentence to determine a missing word; use common root words with different word endings in context; use simple, common idioms; identify words that are the same and different as a target word; use words across contexts; show meaning of opposite words (e.g., go-stop, and Daddy is a man. Mommy is a ___.) ; use words that relate to a topic.
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	**b.** Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).	
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**c.** Not applicable.	
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**EE.L.4.5** Demonstrate understanding of word relationships and use.	**Big Idea:** Words are learned by relating them to other words within and across contexts. **Essential Questions:** What word fits in that sentence? What word do I know that makes sense here? What part of the word do I recognize? How does the meaning change when I add a different ending to the word? What word is the opposite of this word? What do I notice about this part of the word? What words do I know about this topic?
a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	**a.** Not applicable.	
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**b.** Use common idioms (e.g., no way, not a chance, you bet).	
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**c.** Demonstrate understanding of opposites.	
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	**EE.L.4.6** Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	

Fifth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EE.RL.5.1** Identify words in the text to answer a question about explicit information.	**Concept:** *Details in a text must be considered together to understand the meaning of the text.*
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**EE.RL.5.2** Identify the central idea or theme of a story, drama or poem.	**Skills:** Identify words in text to answer questions; identify the theme or central idea of the text; compare two characters using details.
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**EE.RL.5.3** Compare two characters in a familiar story.	**Big Idea:** Using words and details from the text help the reader understand the characters and central idea. **Essential Questions:** Which words in the text answer this question? What is the theme or main idea of this story, drama or poem? How are the characters alike? How are they different?
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Craft and Structure		
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**EE.RL.5.4** Determine the intended meaning of multi-meaning words in a text.	**Concept:** *Authors carefully choose words to accomplish their purpose.*
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**EE.RL.5.5** Identify a story element that undergoes change from beginning to end.	**Skills:** Use context clues to identify the meaning of multi-meaning words in text; identify a story element that changes from the beginning to the end of the story; identify the narrator's point of view.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	**EE.RL.5.6** Determine the point of view of the narrator.	**Big Idea:** Authors carefully select the words, story elements, and narrators view point to convey the meaning of the text. **Essential Questions:** How can I use the context clues to determine the meaning of unknown words? What is the meaning of this word in this text? What element changed from the beginning of the story to the end of the story? Who is the narrator of the story? What is the view point of the narrator?

Fifth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Integration of Knowledge and Ideas		
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**EE.RL.5.7** Identify illustrations, tactual or multimedia elements that add to understanding of a text.	**Concept:** *Texts convey meaning through words and other visual or multimedia elements.* **Skills:** Identify elements of visuals/tactuals that contribute to the meaning of a text; identify multimedia elements that contribute to the meaning of a text; find similarities between two stories, myths, or texts with similar topics or themes. **Big Idea:** Authors describe the same topics or themes in different ways using words, visuals/tactuals and other multimedia elements. **Essential Questions:** What is happening in this picture/tactual/multimedia element? What does this picture/tactual/multimedia element help me understand? What does the author tell me about the topic/theme? How are the ideas in this book the same as the ideas in the other one?
RL.5.8 (Not applicable to literature)	**EE.RL.5.8** (Not applicable to literature)	
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**EE.RL.5.9** Compare stories, myths, or texts with similar topics or themes.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	**EE.RL.5.10** Demonstrate understanding of text while engaged in individual or group reading of stories, dramas, and poems.	**Concept:** *Participating in individual or group reading is an active process.* **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Fifth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**EE.RI.5.1** Identify words in the text to answer a question about explicit information.	**Concept:** *Understanding a text involves identifying what the text says explicitly and implicitly relating those details within and across texts.*
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	**EE.RI.5.2** Identify the main idea of a text when it is not explicitly stated.	**Skills:** Identify words in text to answer questions; identify the main idea; compare two individuals in a text; compare two events in a text; compare two ideas in a text.
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**EE.RI.5.3** Compare two individuals, events, or ideas in a text.	**Big Idea:** Texts provide important information that helps the reader identify the topic and compare elements across texts. **Essential Questions:** What specific words help explain what the text says? What is the main idea of this text? What is similar about the way these individuals, events, or concepts are described in this text? If I don't know, what can I do to figure it out?
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Craft and Structure		
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	**EE.RI.5.4** Determine the meanings of domain-specific words and phrases.	**Concept:** *Authors use words and structures to tell about events and experiences.*
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**EE.RI.5.5** Determine if a text tells about events, gives directions, or provides information on a topic.	**Skills:** Use context clues to identify the meaning of words; use context clues to identify if the text is telling about an event, giving directions, or providing information on a topic; identify similar details/facts between two books on same topic.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**EE.RI.5.6** Compare two books on the same topic.	**Big Idea:** Informational texts use specific features and words to meet different purposes **Essential Questions:** What are the meanings of the words and phrases? If I don't know the meaning of a word what can I do? What is the text about? What kind of information does the text give me? What is the same about these two books? How are the two books different? What can I do if I don't know?

Fifth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Integration of Knowledge and Ideas		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**EE.RI.5.7** Locate information in print or digital sources.	**Concept:** *Comprehension is supported by seeking information and comparing and contrasting that information within and across texts.* **Skills:** Locate specific information in the text; identify details and examples that support different points; identify similar points from two texts on the same topic; identify differences between two texts on the same topic. **Big Idea:** Print and digital sources on the same topic can have the same or different points and supporting details. **Essential Questions:** What print or digital sources can I use when locating information? What point is the text making? What evidence supports these points? How are these texts that same? How are these texts different?
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**EE.RI.5.8** Identify the relationship between a specific point and supporting reasons in an informational text.	
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**EE.RI.5.9** Compare and contrast details gained from two texts on the same topic.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.5.10 By the end of the year read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	**EE.RI.5.10** Demonstrate understanding of text while actively engaged in shared reading of history/social studies, science, and technical texts.	**Concept:** *Participating in shared reading is an active process.* **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with others about a text. **Big Idea:** Engagement during shared reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Fifth Grade English Language Arts Standards: Reading (Foundational Skills)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Phonics and Word Recognition		
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**EE.RF.5.3** Use letter-sound knowledge to read words.	**Concept:** *Decoding skills and sight word recognition are important in reading.* **Skills:** Use letter sound knowledge to decode and read words. Decode single syllable words and read sight words. **Big Idea:** Reading words is supported by knowledge of letter sounds, decoding strategies, and memory. **Essential Questions:** What sounds do those letters make? How do I blend those sounds together? Where have I seen that spelling pattern before? What word do I know that will help me read this word? What connections can I make to this word to help me remember it?
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**a.** Read common sight words and decode single syllable words.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Fluency		
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	**EE.RF.5.4** Read words in text.	**Concept:** *Reading words with accuracy supports comprehension.* **Skills:** Recognize words; decode words; monitor comprehension. **Big Idea:** Reading involves recognizing the words and understanding their meaning. **Essential Questions:** What sounds do these letters make? What word do I get when I blend those sounds together? What do these words mean? What does this text mean?
a. Read on-level text with purpose and understanding.	**a.** Read text comprised of familiar words with accuracy and understanding.	
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	**b.** Not applicable.	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**c.** Use context to confirm or self-correct word recognition when reading.	

Iowa CORE ESSENTIAL ELEMENTS

Fifth Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Text Types and Purposes		
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	**EE.W.5.1** Write opinions about topics or text.	**Concept:** *Selecting a topic and important additional information helps a writer achieve his/her purpose.* **Skills:** Introduce a topic or text; state an opinion about topic or text; give reasons to support the opinion; write to convey information; use visual, tactual or multimedia information related to the topic as appropriate; provide facts, details, or other information related to the topic; write about an experience or event including three or more events in sequence. **Big Idea:** Deciding what to write about and what additional information to include are important steps in writing. **Essential Questions:** What should I write about? What do I think about that topic, event or information? Why? What general sentence can I write to introduce this topic? What words are related to that topic? What details support this sentence? Who are the important people in the event or personal experience? What are the facts about this topic? Does what I wrote make sense to me and others? If no, how can I clarify my writing? When writing about something I did, what happened first? What did I do next? What was the last thing that happened?
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	**a.** Introduce a topic or text and state an opinion about it.	
b. Provide logically ordered reasons that are supported by facts and details.	**b.** Provide reasons to support the opinion.	
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	**c.** Not applicable.	
d. Provide a concluding statement or section related to the opinion presented.	**d.** Not applicable.	
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	**EE.W.5.2** Write to share information supported by details.	
a. Introduce a topic clearly, provide a genera observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	**a.** Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate.	
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**b.** Provide facts, details, or other information related to the topic.	
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	**c.** Not applicable.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**d.** Not applicable.	
e. Provide a concluding statement or section related to the information or explanation presented.	**e.** Not applicable.	
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**EE.W.5.3** Write about events or personal experiences.	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	**a.** Write about an experience or event including three or more events in sequence.	
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	**b.** Not applicable.	
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	**c.** Not applicable	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	**d.** Not applicable.	
e. Provide a conclusion that follows from the narrated experiences or events.	**e.** Not applicable.	

Fifth Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Production and Distribution of Writing		
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.5.4** Produce writing that is appropriate for an explicitly stated task or purpose.	**Concept:** *We write so that others can understand what we want them to know and so they can refer back to it.* **Skills:** Identify purpose for writing; write about an explicitly stated task or purpose; organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing; interact with others to collaborate about writing. **Big Idea:** Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience. Writing can be strengthened by working with others, revising, and using digital tools to support production and publication. **Essential Questions:** Why am I writing this? Who is my audience? How should I write to communicate to that audience? Does it make sense? If not, what words or phrases do I need to change so it makes sense? What else can I write to make it easier for someone to understand? What did my teacher or classmate say about my writing? What do they want me to change or add? How can I produce and publish writing with this tool?
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**EE.W.5.5** With guidance and support from adults and peers, plan before writing and revise own writing.	
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**EE.W.5.6** With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Research to Build and Present Knowledge		
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**EE.W.5.7** Conduct short research projects using two or more sources.	**Concept:** *Information can be acquired from multiple sources and organized in different ways so we can write about our ideas.* **Skills:** Identify a topic; identify sources that will give information about the topic; identify information relevant to personal experiences; identify information from the source; sort the information into given categories; write about literature that has been read or heard; use what was learned in reading to support writing. **Big Idea:** Information to use in writing can be found in multiple sources, categorized in different ways, or learned by reading or listening to text for a variety of purposes. **Essential Questions:** What do I want to know about? Where can I find information on this topic? How can I sort the information into the categories? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text? What evidence do I have to support my writing?
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	**EE.W.5.8** Gather and sort relevant information on a topic from print or digital sources into given categories.	
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**EE.W.5.9** Use information from literary and informational text to support writing.	
a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	**a.** Apply Essential Elements of Grade 5 Reading Standards to literature (e.g., "Compare and contrast two characters in the story.").	
b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points]").	**b.** Apply Essential Elements of Grade 5 Reading Standards to informational texts (e.g., "Use specific reasons and evidence for supporting specific points in an informational text.").	

Fifth Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Writing		
W.5.10 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.	**EE.W.5.10** Write routinely for a variety of tasks, purposes, and audiences.	**Concept:** *There are many reasons to write.* **Skills:** Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. **Big Idea:** To become a good writer you have to write every day for many different reasons. **Essential Questions:** What am I going to write about? Why am I writing it? Who will read it? Did I write enough to clearly convey my message?

Fifth Grade English Language Arts Standards: Speaking and Listening		
*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Comprehension and Collaboration		
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	**EE.SL.5.1** Engage in collaborative discussions.	**Concept:** *Communication occurs between two or more people for a variety of purposes.*
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.	**a.** Come to discussion prepared to share information.	**Skills:** Prepare to participate in discussions; communicate to convey message, respond to partner; ask questions, answer questions, clarify a message; elaborate on comments; add comments to a discussion that relate to the remarks of others; identify words or phrases to describe the meaning of a text or presentation; identify points made by a speaker; identify the main idea and supporting evidence of a specific point.
b. Follow agreed-upon rules for discussions and carry out assigned roles.	**b.** Carry out assigned role in a discussion.	
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	**c.** Ask questions related to information in a discussion.	**Big Idea:** Back and forth communication exchanges provide opportunities to build more complete understandings, clarify messages, add to discussions and demonstrate knowledge more completely.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**d.** Make comments that contribute to the discussion and link to the remarks of others.	**Essential Questions:** How do I prepare? What do I want to say? What do I want to know more about? What did they mean by that? Who can I ask? What words answer the question? How can I make my message more clear? What else can I say? What can I add to that person's comment? What do I know about this text? What did the speaker say that was important? What questions do I have about what was discussed? What do I do if I don't remember or understand? What is the main idea? What are the reasons or evidence supporting a specific point?
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**EE.SL.5.2** Identify the explicitly stated main idea of a text presented orally or through other media.	
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**EE.SL.5.3** Identify the reasons and evidence supporting a specific point.	

Fifth Grade English Language Arts Standards: Speaking and Listening		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Presentation of Knowledge and Ideas		
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	**EE.SL.5.4** Report on a familiar topic or text or present an opinion including related facts.	**Concept:** *Language and other representations can be used to communicate and make your message clear.* **Skills:** Identify facts and details about a familiar topic or text; report on those facts and details; form an opinion; communicate opinion; make choices or create visual, tactile or auditory representations to enhance a report or communication exchange; identify the communication context; identify who I want to communicate with; determine whether it is best to use formal or informal communication (i.e., messages that are precise or messages that are quick and efficient). **Big Idea:** Experiences, thoughts, and feelings can be communicated and enhanced using language and other representations. Sometimes one or two words are all that are needed and at other times whole sentences are required. **Essential Questions:** What do I want to talk about? What are some things I know about that topic or text? What multimedia will I choose to represent my topic? What picture or music can I add to this? Can I make something that helps others understand my message? Who will I be communicating with? What words can I use to clearly communicate a message?
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**EE.SL.5.5** Select or create audio recordings and visual/tactile displays to enhance a presentation.	
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	**EE.SL.5.6** Differentiate between contexts that require formal and informal communication.	

Fifth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Conventions of Standard English		
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.5.1** Demonstrate standard English grammar and usage when communicating.	**Concept:** *It matters which words and letters you choose when communicating.* **Skills:** Form and use past tense of irregular verbs and conjunctions; use frequently occurring conjunctions; use letter-sound relationships and/or common spelling patterns when writing or communicating. **Big Idea:** Choose and combine words that clearly communicate the intended message. **Essential Questions:** What word can I use to put these ideas together? How can I say that already happened? What sounds do I hear in that word? Is there a word I know that will help me spell this word?
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	**a.** Not applicable	
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	**b.** Form and use the past tense of frequently occurring irregular verbs (e.g., went, sat, ate, and told).	
c. Use verb tense to convey various times, sequences, states, and conditions.	**c.** Not applicable	
d. Recognize and correct inappropriate shifts in verb tense.*	**d.** Not applicable	
e. Use correlative conjunctions (e.g., either/or, neither/nor).	**e.** Use frequently occurring conjunctions: and, but, or, for, because.	
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.5.2** Demonstrate understanding of conventions of standard English.	
a. Use punctuation to separate items in a series.*	**a.** Not applicable.	
b. Use a comma to separate an introductory element from the rest of the sentence.	**b.** Not applicable.	
c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	**c.** Not applicable.	
d. Use underlining, quotation marks, or italics to indicate titles of works.	**d.** Not applicable.	
e. Spell grade-appropriate words correctly, consulting references as needed.	**e.** Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Knowledge of Language		
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**EE.L.5.3** Use language to achieve desired meaning when communicating.	**Concept:** *Language is the process of communication.* **Skills:** Use words, signs, or symbols to communicate using complete sentences. **Big Idea:** Words, signs, and symbols all provide a way to communicate with others. **Essential Questions:** What do I want to say? Who do I want to communicate with? What words, signs or symbols can I use to communicate a complete thought?
a. Choose words and phrases for effect.*	**a.** Communicate using complete sentences when asked.	
b. Recognize and observe differences between the conventions of spoken and written standard English.	**b.** Not applicable.	

Fifth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Vocabulary Acquisition and Use		
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	**EE.L.5.4** Demonstrate knowledge of word meanings.	**Concept:** *Words have meaning across context and in relation to one another.* **Skills:** Use the context of a sentence to determine a missing word; use common root words with different word endings in context; use words with multiple meanings in context; use simple, common idioms; identify words that have similar meanings, use words across contexts; use words that relate to a topic. **Big Idea:** Words are learned by relating them to other words within and across contexts. **Essential Questions:** What word fits in that sentence? What word do I know that makes sense here? What part of the word do I recognize? How does the meaning change when I add a different ending to the word? What words do I know about this topic? What does that word mean when I use it in this sentence? What are idioms and when can I use them?
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**a.** Use sentence level context to determine which word is missing from a content area text.	
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	**b.** Use frequently occurring root words (e.g., talk) and the words that result when word endings are added (e.g., talked, talking, talks).	
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	**c.** Not applicable.	
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**EE.L.5.5** Demonstrate understanding of word relationship and use.	
a. Interpret figurative language, including similes and metaphors, in context.	**a.** Use simple, common idioms (e.g., You bet!, It's a deal., We're cool.).	
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	**b.** Not applicable	
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**c.** Demonstrate understanding of words that have similar meanings.	
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	**EE.L.5.6** Use words acquired through conversations, being read to, and during shared reading activities including domain-specific words.	

Sixth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Key Ideas and Details		
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RL.6.1** Determine what a text says explicitly as well as what simple inferences must be drawn.	**Concept:** *Authors state information explicitly and implicitly to convey the meaning of a text.* **Skills:** Determine what events or actions are stated explicitly by the author; determine which events or actions must be inferred; determine details that relate to the theme or central idea of a text; describe how the characters respond to a problem or event. **Big Idea:** Authors expect readers to use information that is stated and not stated to understand the theme or central idea of a text and the ways that characters act or respond. **Essential Questions:** What events or actions does the author describe in the text? What does the author expect us to know happened even though it is not in the text? How do I know when I have to figure something out? What doesn't the author tell me? What are the important details related to the central theme or central idea? How did the character respond to a challenge in a story?
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**EE.RL.6.2** Identify details in a text that are related to the theme or central idea.	
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	**EE.RL.6.3** Can identify how a character responds to a challenge in a story.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Craft and Structure		
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**EE.RL.6.4** Determine how word choice changes the meaning in a text.	**Concepts:** *Authors carefully choose words and text structures to accomplish their purpose.* **Skills:** Determine how a word phrase or sentence fits in a text; determine how a word phrase or sentence contributes to the meaning of a text; determine the structure of a text; identify words that describe what the narrator or speaker is thinking or feeling. **Big Ideas:** Authors select words and phrases to convey literal and inferred meanings in a text, support the structure, and describe the narrator's thinking and feeling. **Essential Questions:** What are the possible meanings of the word or phrase the author used? How does this word, phrase or sentence help us understand the text? What is the narrator or speaker thinking or feeling? What can I do if I don't know? What words does the author use to describe how the narrator or speaker is thinking or feeling? What features of the text helped you determine the structure?
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	**EE.RL.6.5** Determine the structure of a text (e.g., story, poem, or drama).	
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	**EE.RL.6.6** Identify words or phrases in the text that describe or show what the narrator or speaker is thinking or feeling.	

Sixth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Integration of Knowledge and Ideas		
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**EE.RL.6.7** Compare the experience of reading or listening to a written story, drama or poem with the experience of watching video or live performance of the same text.	**Concepts:** *The same story, poem, or drama can be told in different ways and the same topic or theme can be part of different stories, poems or dramas.* **Skills:** Identify ways that a video or enacted version of a story, poem or drama is the same as the text-based version; identify ways that two stories, poems, or dramas on similar themes or topics are the same or different. **Big Ideas:** Authors write about similar topics or themes and actors tell the story, poem or drama in ways that are similar to the written text **Essential Questions:** How is the video or live performance of the story, poem, or drama the same as the text-based version? How are these two stories, poems, or dramas about the same topic alike? How are they different? How can I communicate or demonstrate my thinking?
RL.6.8 (Not applicable to literature)	**EE.RL.6.8** (Not applicable to literature)	
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**EE.RL.6.9** Compare and contrast stories, myths, or texts with similar topics or themes.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RL.6.10** Demonstrate understanding of text while actively reading or listening to stories, dramas, or poetry.	**Concept:** *Participating in reading or listening is an active process.* **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

Sixth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Key Ideas and Details		
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RI.6.1** Analyze a text to determine what it says explicitly as well as what inferences should be drawn.	**Concepts:** *Authors state information explicitly and implicitly to convey the meaning of a text.* **Skills:** Determine the events and/or actions stated explicitly within the text; determine what events and/or actions can be inferred; determine the main idea of a text; identify details or facts related to the main idea; identify details that elaborate on information introduced in a text. **Big Ideas:** Authors expect readers to use information that is stated and not stated to understand individuals, events, or ideas, as well as the theme or central idea of a text. **Essential Questions:** What events or actions does the author describe in the text? What does the author expect us to know even though it is not in the text? How do I figure out something that is not directly stated? What is the main idea? What examples relate to the key individuals, events, or ideas in this text? What details relate to the main idea?
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	**EE.RI.6.2** Determine the main idea of a passage and details or facts related to it.	
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	**EE.RI.6.3** Identify a detail that elaborates upon individuals, events, or ideas introduced in a text.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Craft and Structure		
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**EE.RI.6.4** Determine how word choice changes the meaning of a text.	**Concepts:** *Authors carefully choose words and text structures to accomplish their purpose.* **Skills:** Determine how a word choice changes the meaning of a text; determine how the title fits the structure of the text; determine the author's point of view in the text. **Big Ideas:** Authors carefully select the words, phrases, and sentences to convey meaning, support the structure, and meet their overall purpose in writing the text. **Essential Questions:** What are the possible meanings of the word or phrase the author used? How does this word, phrase or sentence help me understand the text? What is the purpose of this text? What does the title tell me about the structure of the text? What is the author's point of view in this text?
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**EE.RI.6.5** Determine how the title fits the structure of the text.	
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**EE.RI.6.6** Identify words or phrases in the text that describe or show the author's point of view.	

Sixth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Integration of Knowledge and Ideas		
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	**EE.RI.6.7** Find similarities in information presented in different media or formats as well as in text.	**Concepts:** *Authors select the information and claims they include and exclude in the text they write.*
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	**EE.RI.6.8** Distinguish claims in a text supported by reason.	**Skills:** Find similarities in information located in sources in different formats; Identify a claim; identify the details in the text that support the claim; compare and contrast two texts about the same event.
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	**EE.RI.6.9** Compare and contrast how two texts describe the same event.	**Big Ideas:** Authors can present information and claims in a variety of formats. **Essential Questions:** What information in these two sources is the same? What evidence supports the claim? How are these two texts the same? How are these two texts different?
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.6.10 By the end of the year read and comprehends literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RI.6.10** Demonstrate understanding while actively reading or listening to literary nonfiction.	**Concept:** *Participating in reading or listening is an active process.* **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Sixth Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Text Types and Purposes		
W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	**EE.W.6.1** Write claims about topics or text.	**Concepts:** *Selecting a topic and important supporting information helps a writer achieve his/her purpose.* **Skills:** Write a claim and support it with reasons or evidence; select a topic; introduce the topic; decide what facts, details, or other information support the topic; write about the facts or evidence; write a narrative; use temporal words to establish a time frame; use words that convey specific details about the experience or event. **Big Ideas:** Writers compose for a variety of purposes; they organize information, support claims, and include details to communicate about a topic. **Essential Questions:** What is my goal or purpose for writing? Am I making a claim? How can I support the claim? Am I writing about something to share information? What is my topic? What can I write to introduce this topic? What facts or details support the topic? Does what I wrote make sense to me and others? If no, how can I clarify my writing? Have I told what happens first? Next? Last?
a. Introduce claim(s) and organize the reasons and evidence clearly.	**a.** Write a claim about a topic or text.	
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	**b.** Write one or more reasons to support a claim about a topic or text.	
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	**c.** Not applicable.	
d. Establish and maintain a formal style.	**d.** Not applicable.	
e. Provide a concluding statement or section that follows from the argument presented.	**e.** Not applicable.	
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**EE.W.6.2** Write to share information supported by details.	
a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**a.** Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**b.** Provide facts, details, or other information related to the topic.	
c. Use appropriate transitions to clarify the relationships among ideas and concepts.	**c.** Not applicable.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**d.** Not applicable.	
e. Establish and maintain a formal style.	**e.** Not applicable.	
f. Provide a concluding statement or section that follows from the information or explanation presented.	**f.** Not applicable.	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**EE.W.6.3** Write about events or personal experiences.	
a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**a.** Write a narrative about a real or imagined experience introducing the experience and including two or more events.	

Sixth Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Text Types and Purposes		
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**b.** Not applicable.	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**c.** Use words that establish the time frame.	
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	**d.** Use words that convey specific details about the experience or event.	
e. Provide a conclusion that follows from the narrated experiences or events.	**e.** Not applicable.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Production and Distribution of Writing		
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.6.4** Produce writing that is appropriate for the task, purpose, or audience.	**Concept:** *We write so that others can understand what we want them to know and so they can refer back to it.* **Skills:** Identify purpose for writing; write about an explicitly stated task or purpose; organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing; interact with others to collaborate about writing. **Big Idea:** Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience. Writing can be strengthened by working with others, revising, and using digital tools to support production and publication. **Essential Questions:** Why am I writing this? Who is my audience? How should I write to communicate to that audience? Does it make sense? If not, what words or phrases do I need to change so it makes sense? What else can I write to make it easier for someone to understand? What did my teacher or classmate say about my writing? What do they want me to change or add? How can I produce and publish writing with this tool?
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**EE.W.6.5** With guidance and support from adults and peers, plan before writing and revise own writing.	
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	**EE.W.6.6** Use technology, including the Internet, to produce writing while interacting and collaborating with others.	

Sixth Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Research to Build and Present Knowledge		
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	**EE W.6.7** Conduct short research projects to answer a question.	**Concept:** *Research supports writing to inform or respond.* **Skills:** Identify the question to be answered; identify sources that will give information about a question or topic; identify information from multiple sources to support writing about a topic; use what was learned in reading to support writing. **Big Idea:** Writing to answer a questions or provide important information about a topic often requires finding information in multiple sources. **Essential Questions:** What question do I want to answer? Where can I find information on this topic? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text? What evidence do I have to support my writing?
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	**EE.W.6.8** Gather information from multiple print and digital sources that relates to a given topic.	
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**EE.W.6.9** Use information from literary and informational text to support writing.	
a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics.").	**a.** Apply Essential Elements of Grade 6 Reading Standards to literature (e.g., "Compare a text version of a story, drama, or poem with an audio, video, or live version of the text.").	
b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.").	**b.** Apply Essential Elements of Grade 6 Reading Standards to informational texts (e.g., "Can produce an argument by logically organizing the claims and the supporting reasons and evidence.").	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Writing		
W.6.10 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.	**EE.W.6.10** Write routinely for a variety of tasks, purposes, and audiences.	**Concept:** *There are many reasons to write.* **Skills:** Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. **Big Idea:** To become a good writer you have to write every day for many different reasons. **Essential Questions:** What am I going to write about? Why am I writing it? Who will read it? Did I write enough to clearly convey my message?

Sixth Grade English Language Arts Standards: Speaking and Listening		
*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Comprehension and Collaboration		
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**EE.SL.6.1** Engage in collaborative discussions.	**Concepts:** *Successful communication exchanges are often rule based. Topic centered, and draw upon information provided by speakers.* **Skills:** Prepare and participate in discussions; communicate to convey message; follow rules; ask questions; answer questions; add comments to a discussion; restate key ideas in discussion; identify information presented orally, visually, and/or auditorally that is related to the topic; identify claims made by the speaker; identify reasons or evidence that supports those claims. **Big Ideas:** Engagement in communication exchanges often requires: preparation, cooperation, and attention. **Essential Questions:** What do I need to prepare? What do I want to say? What are the rules for communicating with others? What do I want to know more about? What do I already know about this? What did they mean by that? Who can I ask? What words answer the question? How can I make my message more clear? What else can I say? What can I add to that person's comment? What questions do I have about what was discussed? How do I restate what other's said? What does that graph tell me about this? What does that picture have to do with this? What claims did the speaker make? What evidence supports their claims?
a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**a.** Come to discussions prepared to share information.	
b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	**b.** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information.	
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	**c.** Ask and answer questions specific to the topic, text, or issue under discussion.	
d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**d.** Restate key ideas expressed in the discussion.	
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	**EE.SL.6.2** Identify information presented in diverse media and formats (e.g., visually, quantitatively, orally) that relates to a topic, text, or issue under study.	
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	**EE.SL.6.3** Identify the reasons and evidence supporting the claims made by the speaker.	

Sixth Grade English Language Arts Standards: Speaking and Listening		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Presentation of Knowledge and Ideas		
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	**EE.SL.6.4** Present findings on a topic including descriptions, facts, or details.	**Concepts:** *Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.* **Skills:** Identify descriptions, facts and details about a topic; present those descriptions, facts, and details; select visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify who I want to communicate with; determine whether it is best to use messages that are precise or messages that are quick and efficient. **Big Ideas:** Presentations on a topic should include descriptions, facts and details and can be supported by multi-media. When communicating there are times when one or two words are all that are needed and at other times whole sentences are required. **Essential Questions:** What did I find out about this? How can I describe that? What facts or details are related to those findings? What multimedia will I choose to represent my topic? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly?
SL.6.5 Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information.	**EE.SL.6.5** Select an auditory, visual, or tactual display to clarify the information in presentations.	
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.6.6** Use formal and informal language as appropriate to the communication partner.	

Sixth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Conventions of Standard English		
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.6.1** Demonstrate standard English grammar and usage when communicating.	**Concept:** *It matters which letters, words, and punctuation you choose when communicating.* **Skills:** Use personal and indefinite pronouns; use question marks at the end of written questions; use letter-sound relationships and common spelling patterns when writing or communicating. **Big Ideas:** Communication involves choosing the right letters, words, and punctuation to make your message clear. **Essential Questions:** What word can I use to replace a person's name in my writing? What mark should I use at the end of a question? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word?
a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).	**a.** Use personal pronouns (e.g., he, she, and they) correctly.	
b. Use intensive pronouns (e.g., myself, ourselves).	**b.** Use indefinite pronouns.	
c. Recognize and correct inappropriate shifts in pronoun number and person.*	**c.** Not applicable.	
d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	**d.** Not applicable.	
e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	**e.** Not applicable.	
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.6.2** Demonstrate understanding of conventions of standard English.	
a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	**a.** Use question marks at the end of written questions.	
b. Spell correctly.	**b.** Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Knowledge of Language		
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**EE.L.6.3** Use language to achieve desired outcomes when communicating.	**Concept:** *Language is the process of communication.* **Skills:** Identify when intended message is not understood; determine how else to deliver the message; vary message to make it more easily understood. **Big Idea:** When someone doesn't understand you should try to say it a different way. **Essential Questions:** Was my message clear? If not, what part did the listener not understand? How can I say that a different way?
a. Vary sentence patterns for meaning, reader/ listener interest, and style.*	**a.** Vary use of language when the listener or reader does not understand the initial attempt.	
b. Maintain consistency in style and tone.*	**b.** Not applicable.	

Sixth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Vocabulary Acquisition and Use		
L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies.	**EE.L.6.4** Demonstrate knowledge of word meanings.	**Concept:** *Words have meaning across context and in relation to one another.*
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**a.** Use context to determine which word is missing from a content area text.	**Skills:** Use the context of a sentence to determine a missing word; use common root words with different word endings in context; use words with multiple meanings in context; clarify meaning when unknown word is encountered; identify meanings of simple similes; identify words that have similar meanings; use words across contexts; and use words that relate to a topic.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	**b.** Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).	
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**d.** Not applicable.	**Big Ideas:** As words are learned and used, they are related to topics, contexts, and one another.
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**EE.L.6.5** Demonstrate understanding of word relationships and use.	**Essential Questions:** What word fits in that sentence? What word do I know that makes sense here? What part of the word do you recognize? How does the meaning change when I add a different ending to the word? What words do I know about this topic? What does that word mean when I use it in this sentence?
a. Interpret figures of speech (e.g., personification) in context.	**a.** Identify the meaning of simple similes (e.g., The man was as big as a tree.).	
b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	**b.** Demonstrate understanding of words by identifying other words with similar and different meanings.	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	**c.** Not applicable.	
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**EE.L.6.6** Use general academic and domain-specific words and phrases across contexts.	

Seventh Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Key Ideas and Details		
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RL.7.1** Analyze text to identify where information is explicitly stated and where inferences must be drawn.	**Concept:** *Authors state information explicitly and implicitly about the characters, setting and events in a text.* **Skills:** Determine explicit information; identify where in the text an inference must be drawn (students do not have to make an inference); determine the events that are related to the theme or central idea; determine how story elements (characters, settings, or major events) are related. **Big Ideas:** Authors expect readers to know that information is stated and not stated to identify the setting, traits of characters, relationship between events, and determine the theme or central idea of a text. **Essential Questions:** What characters and events does the author describe in the text? Where in the text am I expected to make an inference? How are events in the text related to each other? How do I know when I have to figure something out? What is the theme or central idea? How are the story elements related?
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**EE.RL.7.2** Identify events in a text that are related to the theme or central idea.	
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	**EE.RL.7.3** Determine how two or more story elements are related.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Craft and Structure		
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**EE.RL.7.4** Determine the meaning of simple idioms and figures of speech as they are used in a text.	**Concepts:** Authors carefully choose words and text structures to accomplish their purpose. **Skills:** Identify the pattern of rhyme or sound repetition in a text; identify familiar stories, dramas, and poems; determine if unfamiliar text is story, drama, and poem; identify the words that describe characters in a text; identify the words that distinguish one character from another in a text. **Big Ideas:** Readers can use the author's words and text structure to determine the authors meaning and to make comparisons. **Essential Questions:** What are the possible meanings of the word or phrase the author used? Is this a story, drama or poem? How are the stories, poems or dramas alike or different? How does the point of view compare between characters or narrators in a text?
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**EE.RL.7.5** Compare the structure of two or more texts (e.g., stories, poems, or dramas).	
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**EE.RL.7.6** Compare the points of view of two or more characters or narrators in a text.	

Seventh Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Integration of Knowledge and Ideas		
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**EE.RL.7.7** Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.	**Concepts:** Authors choose to emphasize and support specific information in texts that influences the meaning whether the text is written or presented in another medium. **Skills:** Identify ways that a video or enacted version of a story, poem or drama is the same or different as the text-based version; identify ways that a fictional and historical account of a time, place or character are the same or different. **Big Ideas:** The meaning of text, written or enacted, is influenced by whether or not it is fiction or a historical account. **Essential Questions:** How is this enacted version of the story, poem, or drama the same or different as the text-based version? How is this fictional account of a time, place, or character the same as this historical account of the same time, place, or character?
RL.7.8 (Not applicable to literature)	**EE.RL.7.8** (Not applicable to literature)	
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**EE.RL.7.9** Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.7.10 By the end of the year read and comprehends literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RL.7.10** Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	**Concept:** *Participating in reading or listening is an active process.* **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Seventh Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Key Ideas and Details		
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RI.7.1** Analyze text to identify where information is explicitly stated and where inferences must be drawn.	**Concepts:** *Authors state information explicitly and implicitly to convey the meaning and relate central ideas and events in a text.* **Skills:** Determine what ideas are stated explicitly by the author; identify where in the text an inference must be drawn (students do not have to make an inference); determine the themes or central ideas of a text; determine how two individuals, events, or ideas are related. **Big Ideas:** Authors expect readers to know that some information is explicitly stated and some information is inferred to understand important events and ideas in a text. **Essential Questions:** What does the author describe in the text? Where in the text am I expected to make an inference? What are the central ideas in this text? How are these individuals, events or ideas related to each other?
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	**EE.RI.7.2** Determine two or more central ideas in a text.	
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	**EE.RI.7.3** Determine how two individuals, events or ideas in a text are related.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Craft and Structure		
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	**EE.RI.7.4** Determine how words or phrases are used to persuade or inform a text.	**Concepts:** *Authors carefully choose words and text structures to accomplish their purpose.* **Skills:** Identify words or phrases used to persuade or inform; describe how those words or phrase persuade or inform the reader; identify a fact, step or event and how it fits into the overall structure of the text; determine an author's purpose or point of view. **Big Ideas:** Authors carefully select words or phrases to convey meaning, persuade, or inform to meet their overall purpose in writing. **Essential Questions:** Which words and/or phrases were used to persuade? Which words and/or phrases were used to inform? What are the words or phrases trying to persuade or inform the reader about? How does this fact, step or event fits into the overall structure of the text? What is the author's purpose or point of view in this text?
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	**EE.RI.7.5** Determine how a fact, step, or event fits into the overall structure of the text.	
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**EE.RI.7.6** Determine an author's purpose or point of view.	

Iowa CORE ESSENTIAL ELEMENTS

Seventh Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Integration of Knowledge and Ideas		
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	**EE.RI.7.7** Compare a text to an audio, video or multimedia version of the same text.	**Concepts:** *Authors choose to emphasize and support different information in texts that influence the meaning whether the text is written or presented in another medium.* **Skills:** Determine what is the same or different in the meaning of a text versus a presentation of it in a different medium; identify the claims in a text; locate reasons or evidence in the text to support claims; identify the key information provided by authors of two different texts on the same topic; identify ways that the key information provided by authors of two different texts on the same topic is the same or different. **Big Ideas:** Authors select the information and opinions they include and exclude in a text. **Essential Questions:** What does this audio/video/multimedia tell me that the text didn't? What are the claims that the author makes? How do these claims fit into the text structure? What evidence or information does the author provide to support those claims? What key information is provided by the author of this text? How is that information the same or different as the information provided by the author of another text on the same topic?
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**EE.RI.7.8** Determine how a claim or reason fits into the overall structure of an informational text.	
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	**EE.RI.7.9** Compare and contrast how different texts on the same topic present the details.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.7.10 By the end of the year read and comprehends literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RI.7.10** Demonstrate understanding while actively reading or listening to literary nonfiction.	**Concept:** *Participating in reading or listening is an active process.* **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

Seventh Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Text Types and Purposes		
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.	**EE.W.7.1** Write claims about topics or texts.	**Concepts:** Selecting a topic and important supporting information helps a writer achieve his/her purpose. **Skills:** Write a claim and support it with reasons or evidence; use temporal words in writing; write to share information; select a topic; write the topic; decide what facts or evidence are to be included and write about it; include visual, tactual, or multimedia information to support writing; organize facts and evidence; use vocabulary specific to topic; write a narrative with at least one character and 2 or more events; use temporal words to order events; use vocabulary that will describe the feelings of a character. **Big Ideas:** Writers compose for a variety of purposes; they organize information, support claims, and include details to communicate about a topic. **Essential Questions:** What is my goal or purpose for writing? What is my claim? How can I support the claim? What am I informing or explaining about this topic? Am I writing about something I did or something I wish I could do? What do I think about that topic, text or personal experience? Why? What is my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character? What happened first, next, and last? What appropriate information can be included using visual, tactual or multimedia formats?
a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	**a.** Introduce a topic or text and write one claim about it.	
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**b.** Write one or more reasons to support a claim about a topic or text.	
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	**c.** Use temporal words (first, next, also) to create cohesion.	
d. Establish and maintain a formal style.	**d.** Not applicable.	
e. Provide a concluding statement or section that follows from and supports the argument presented.	**e.** Not applicable.	
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**EE.W.7.2** Write to share information supported by details.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**a.** Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	
b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	**b.** Provide facts, details, or other information related to the topic.	
c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	**c.** Not applicable.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**d.** Select domain-specific vocabulary to use in writing about the topic.	
e. Establish and maintain a formal style.	**e.** Not applicable.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**f.** Not applicable.	
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**EE.W.7.3** Write about events or personal experiences.	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	**a.** Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.	

Iowa CORE ESSENTIAL ELEMENTS

Seventh Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Text Types and Purposes		
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	**b.** Not applicable.	
c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	**c.** Use temporal words (e.g., first, then, next) to signal order.	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**d.** Use words that describe feelings of people or characters in the narrative.	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**e.** Not applicable.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Production and Distribution of Writing		
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.7.4** Produce writing that is appropriate for the task, purpose, or audience.	**Concept:** *We write so that others can understand what we want them to know and so they can refer back to it.*
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**EE.W.7.5** With guidance and support from adults and peers, plan before writing and revise own writing.	**Skills:** Identify purpose for writing; write about an explicitly stated task or purpose; organize the writing to match the purpose; communicate a desire to change or add something; write more words, phrases, ideas about a topic; use technology to produce and publish writing; interact with others to collaborate about writing.
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	**EE.W.7.6** Use technology, including the Internet, to produce writing to interact and collaborate with others.	**Big Idea:** Writing has to include enough information and be organized appropriately to convey and explain meaning to the intended audience. Writing can be strengthened by working with others, revising, and using digital tools to support production and publication. **Essential Questions:** Why am I writing this? Who is my audience? How should I write to communicate to that audience? Does it make sense? If not, what words or phrases do I need to change so it makes sense? What else can I write to make it easier for someone to understand? What did my teacher or classmate say about my writing? What do they want me to change or add? How can I produce and publish writing with this tool?

Seventh Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Research to Build and Present Knowledge		
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research	**EE.W.7.7** Conduct research to answer a question based on multiple sources of information.	**Concept:** *Research supports writing to inform or respond.*
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**EE.W.7.8** Identify quotes providing relevant information about a topic from multiple print or digital sources.	**Skills:** Identify the question to be answered; identify sources that will give information about a question or topic; identify information from multiple sources to support writing about a topic; identify quotes relevant to the topic; use what was learned in reading to support writing.
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**EE.W.7.9** Use information from literary and informational text to support writing.	**Big Idea:** Writing to answer questions or provide important information about a topic often requires finding information in multiple sources.
a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.").	**a.** Apply Essential Elements of Grade 7 Reading Standards to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters.").	**Essential Questions:** What question do I want to answer? Where can I find information on this topic? What quotes can I use from my sources to strengthen my writing? What text am I reading? What is my purpose for reading? What is my purpose for writing? What do I need to write about that text? What evidence do I have to support my writing?
b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.").	**b.** Apply Essential Elements of Grade 7 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Range of Writing		
W.7.10 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.	**EE.W.7.10** Write routinely for a variety of tasks, purposes, and audiences.	**Concept:** *There are many reasons to write.* **Skills:** Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. **Big Idea:** To become a good writer you have to write every day for many different reasons. **Essential Questions:** What am I going to write about? Why am I writing it? Who will read it? Did I write enough to clearly convey my message?

Iowa CORE ESSENTIAL ELEMENTS

Seventh Grade English Language Arts Standards: Speaking and Listening		
*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Comprehension and Collaboration		
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	**EE.SL.7.1** Engage in collaborative discussions.	**Concepts:** *Successful communication exchanges are often rule based. topic centered, and draw upon information provided by speakers.* **Skills:** Prepare and participate in discussions; communicate to convey a message; follow rules; ask questions; answer questions; add comments to a discussion; remain on topic; acknowledge new information; identify details related to the main idea; decide if a claim is fact or opinion. **Big Ideas:** Engagement in communication exchanges often requires: preparation, cooperation, and attention. **Essential Questions:** What do I need to prepare? What will I say? What are the rules for communicating with others? What do I want to know more about? What do I already know about this? What did they mean by that? Who can I ask? What words answer the question? How can I make my message more clear? What else can I say? What can I add to that person's comment? What questions do I have about what was discussed? What do I do if I want to say something that is not about this topic? If someone tells me something I hadn't heard before, what can I do so they know I am thinking about what they said? What is the main idea? What details support it? Was that claim a fact or an opinion?
a. Come to discussions prepared having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**a.** Come to discussions prepared to share information.	
b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	**b.** With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles.	
c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	**c.** Remain on the topic of the discussion when answering questions or making other contributions to a discussion.	
d. Acknowledge new information expressed by others and, when warranted, modify thei own views.	**d.** Acknowledge new information expressed by others in a discussion.	
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.	**EE.SL.7.2** Identify details related to the main idea of a text presented orally or through other media.	
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	**EE.SL.7.3** Determine whether the claims made by a speaker are fact or opinion.	

Iowa CORE ESSENTIAL ELEMENTS

Seventh Grade English Language Arts Standards: Speaking and Listening		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Presentation of Knowledge and Ideas		
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	**EE.SL.7.4** Present findings on a topic including relevant descriptions, facts, or details.	**Concepts:** *Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.* **Skills:** Identify findings related to a main idea or theme; identify descriptions, facts or details related to findings; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication context and communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient. **Big Ideas:** Effective communication can occur with just one or two words but presentations and some other exchanges require more complete descriptions, facts, details and sometimes multimedia supports. **Essential Questions:** What did I find out about this? How can I describe that? What facts or details are related to those findings? Can I pick a picture or some music that adds to this? Can I make something that helps others understand this better? Who will I be communicating with? Do I need to say that more clearly?
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	**EE.SL.7.5** Select or create audio recordings and visual/tactile displays to emphasize specific points in a presentation.	
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.7.6** Communicate precisely (i.e., provide complete information) or efficiently (i.e., telegraphic communication) as required by the context, task, and communication partner.	

Seventh Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Conventions of Standard English		
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.7.1** Demonstrate standard English grammar and usage when communicating.	**Concepts:** *It matters which words, letters and punctuation you choose when communicating.* **Skills:** Use complete simple sentences when writing or communicating; use periods, question marks, or exclamation marks at the end of sentences or questions; spell words using letter sound relationships and/or common spelling patterns. **Big Ideas:** Communicating involves choosing the right words, letters and ending punctuation to make your message clear. **Essential Questions:** How do I communicate what I want to say in a full sentence? How do I know what ending punctuation to use? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word?
a. Explain the function of phrases and clauses in general and their function in specific sentences.	a. Not applicable.	
b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	**b.** Produce complete simple sentences when writing or communicating.	
c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**c.** Not applicable.	
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.7.2** Demonstrate understanding of conventions of standard English.	
a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	**a.** Use end punctuation when writing a sentence or question.	
b. Spell correctly.	**b.** Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Knowledge of Language		
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**EE.L.7.3** Use language to achieve desired outcomes when communicating.	**Concepts:** Language is the process of communication. **Skills:** Determine desired meaning; select words that convey desired meaning; use words in sentences to communicate precise intended message. **Big Ideas:** Choosing words carefully makes communication more precise. **Essential Questions:** Which word is best? Was my message understand? If no, how can I reword my message?
a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**a.** Use precise language as required to achieve desired meaning.	

Seventh Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**	**Unpacked**
Vocabulary Acquisition and Use		
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	**EE.L.7.4** Demonstrate knowledge of word meanings.	**Concepts:** *Words and phrases have meaning across context and in relation to one another.*
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**a.** Use context to determine which word is missing from a text.	**Skills:** Use the context of a sentence to determine a missing word; use common root words with different word endings in context; clarify meaning when unknown word is encountered; define literal and nonliteral meanings of words in context; identify similar and opposite words; use words across contexts.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	**b.** Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	**Big Ideas:** As words are learned and used, they are related to topics, contexts, and one another.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**d.** Not applicable.	**Essential Questions:** What word fits in that sentence? What word do I know that makes sense here? What part of the word do you recognize? How does the meaning of the word change when I add a different ending to the word? How can I figure out what that word means? What is the literal meaning of this word? What is the nonliteral meaning of this word in this context? What word do I know that means the opposite of this word? What word do
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**EE.L.7.5** Demonstrate understanding of word relationships and use.	
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	**a.** Identify the literal and nonliteral meanings of words in context.	
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	**b.** Demonstrate understanding of synonyms and antonyms.	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	**c.** Not applicable.	
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**EE.L.7.6** Use general academic and domain-specific words and phrases across contexts.	

Eighth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RL.8.1** Cite text to support inferences from stories and poems.	**Concepts:** Authors provide information to support readers in determining the theme or central idea, making inferences, and understanding the relationship between incidents and actions or decisions.
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	**EERL.8.2** Recount an event related to the theme or central idea, including details about character and setting.	**Skills:** Cite text to support inferences; recount an event related to the theme or central idea; select details from the text that relate to the theme or central idea; identify which incidents lead to a subsequent action.
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	**EE.RL.8.3** Identify which incidents in a story or drama lead to subsequent action.	**Big Ideas:** The key ideas and details in a text support inferences, relate to the theme or central idea, and link events and actions. **Essential Questions:** What are the inferences within the text? What quotes from the text support that inference? What is a theme or central idea? What details in the text relate to the theme or central idea? What incident led to the action the character took? What can I do if I don't know?
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**EERL.8.4** Determine connotative meanings of words and phrases in a text.	**Concepts:** *Authors intentionally use words and phrases as well as the structure of the text to convey meaning.*
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**EE.RL.8.5** Compare and contrast the structure of two or more texts.	**Skills:** Determine the meaning of words in a text; Compare and contrast the structure of two or more texts; identify the point of view of a character in a text with suspense or humor; identify the point of view of the audience or reader in a text with suspense or humor; identify differences between the point of view of the character and the reader or audience.
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	**EE.RL.8.6** Determine the difference in the points of view of a character and the audience or reader in a text with suspense or humor.	**Big Ideas:** Comprehension is improved when a reader determines the intended meaning of words and understands the text structure an author has chosen. **Essential Questions:** What are the possible meanings of the word or phrase the author used? What does the word or phrase mean to me? How is the structure of this text the same as another text? How is the structure of this text different from this other text? What is the point of view of the character in the story? What is my point of view as the reader of this story? How is my point of view different from the character in the book?

Eighth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**EE.RL.8.7** Compare and contrast a text version of a story, drama, or poem with an audio, video, or live version of the same text.	**Concepts:** *Authors choose to emphasize and support specific information in texts that influences the meaning whether the text is written or presented in another medium.* **Skills:** Compare and contrast text-based versions of a story, drama, or poem, with that of various media formats of the same text; identify the theme of a story or drama; identify ways that the themes of two stories or dramas are the same or different; identify the pattern of events in a story or drama; identify ways that the patterns of events are the same or different across two or more stories or dramas; identify the characters in a story or drama; identify ways that the characters are the same or different across two or more stories or dramas. **Big Ideas:** Different texts and media versions of a text require reader's or listener's attention to discover the similarities and differences between themes, patterns of events, or characters. **Essential Questions:** How is the enacted version of the story, poem, or drama the same or different as the text-based version? What is the pattern of events in this text? How is that pattern of events the same or different from the pattern in another story or drama? What is the theme of this story or drama? How is the theme the same or different from the theme of another story or drama? Who are the characters in this story or drama? How are the characters the same and different from the characters in another story or drama?
RL.8.8 (Not applicable to literature)	**RL.8.8** (Not applicable to literature)	
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	**EE.RL.8.9** Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.8.10 By the end of the year read and comprehends literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	**EE.RL.8.10** Demonstrate understanding of text while actively engaged in reading or listening to stories, dramas, and poetry.	**Concept**: Participating in reading or listening is an active process. **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Eighth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RI.8.1** Cite text to support inferences from informational text.	**Concepts:** The key ideas and details in a text support inferences and relate to a series of events. **Skills:** Cite evidence from the text that support the inference; select details from the text that relate to the central idea; summarize information from the text; identify key individuals, ideas or events in the text; recount events in sequential order. **Big Ideas:** Informational text is presented in a logical order and contains explicit and implicit information. **Essential Questions:** What evidence from the text support that inference? What are the key ideas from the text? What information do I want to include in the summary of the text? What are the key ideas in the text? What are the key events in the text? Which event happened first, next, after that, ..., finally?
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	**EE.RI.8.2** Provide a summary of a familiar informational text.	
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**EE.RI.8.3** Recount events in the order they were presented in the text.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	**EE.RI.8.4** Determine connotative meanings of words and phrases in a text.	**Concepts:** *Authors carefully choose words and use text structures to convey information.* **Skills:** Determine the meaning of words and phrases in a text; determine which sentence in a paragraph is the topic sentence; determine details that support the topic; determine the author's purpose or point of view; identify examples from text that support author's purpose or point of view. **Big Ideas:** Comprehension is improved when a reader determines the topic of a text, the intended meaning of words and phrases, and the author's purpose or point of view. **Essential Questions:** What is the meaning of the words in the text? What is the topic of this text? What is the topic sentence of this paragraph? What details support the topic? What is the author's purpose or point of view from the text? What examples from the text tell me more about the author's purpose or point of view?
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	**EE.RI.8.5** Locate the topic sentence and supporting details in a paragraph.	
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**EE.RI.8.6** Determine an author's purpose or point of view and identify examples from text to that describe or support it.	

Eighth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**EE.RI.8.7** Determine whether a topic is best presented as audio, video, multimedia, or text.	**Concepts:** *There are advantages and disadvantages to presenting information in different formats, but each provides a source for stating claims and supporting them with evidence.* **Skills:** Determine reasons why a particular format is good for presenting information on a topic or idea; determine the argument made by the author in a text; identify the differences of details in two different texts on the same topic; identify the authors interpretation of the details in two text on the same topic. **Big Ideas:** Authors make choices about the way they present information and the amount of information they provide to support their argument. **Essential Questions:** Which would be the best way to convey this information: audio/video/multimedia/text? What is the argument made by the author? What evidence supports the argument made by the author? What details are provided by the author of this text? How is that information the same as the information provided by the author of another text on the same topic? How do the authors' interpretations of details on the same topic differ?
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**EE.RI.8.8** Determine the argument made by an author in an informational text.	
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	**EE.RI.8.9** Identify where two different texts on the same topic differ in their interpretation of the details.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.8.10 By the end of the year read and comprehends literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	**EE.RI.8.10** Demonstrate understanding while actively reading or listening to literary nonfiction.	**Concept:** *Participating in reading or listening is an active process.* **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Eighth Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Text Types and Purposes		
W.8.1 Write arguments to support claims with clear reasons and relevant evidence.	**EE.W.8.1** Write claims about topics or texts.	**Concepts:** Selecting a topic and important supporting information helps a writer achieve his/her purpose. **Skills:** Write a claim and support it with reasons or evidence; use temporal words in writing; write to share information; select and introduce a topic; write the topic; decide what facts or evidence are to be included and write about it; include visual, tactual, or multimedia information to support writing; organize facts and evidence; use vocabulary specific to topic; write a narrative with at least one character and 2 or more events; use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events; write complete thoughts as appropriate; provide a closing when writing. **Big Ideas:** Writers compose for a variety of purposes; they organize information, support claims, and include details to communicate about a topic. **Essential Questions:** What is my goal or purpose for writing? What is my claim? How can I support the claim? What am I informing or explaining about this topic? Am I writing about something I did or something I made up? What do I think about that topic, text or personal experience? Why? What is my topic? How can I introduce my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Who is a character I want to write about? What words describe the character, events, setting, or experiences? What happened first, next, and last? What appropriate information can be included using visual, tactual or multimedia formats? How do I want to end my writing?
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	**a.** Introduce the claim and provide reasons or pieces of evidence to support it.	
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	**b.** Write reasons to support a claim about a topic or text.	
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	**c.** Not applicable.	
d. Establish and maintain a formal style.	**d.** Not applicable.	
e. Provide a concluding statement or section that follows from and supports the argument presented.	**e.** Not applicable.	
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	**EE.W.8.2** Write to share information supported by details.	
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	**a.** Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate.	
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	**b.** Write one or more facts or details related to the topic.	
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	**c.** Write complete thoughts as appropriate.	
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	**d.** Use domain specific vocabulary related to the topic.	
e. Establish and maintain a formal style.	**e.** Not applicable.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**f.** Provide a closing.	
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	**E E.W.8.3** Write about events or personal experiences.	
a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events.	

Iowa CORE ESSENTIAL ELEMENTS

Eighth Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Text Types and Purposes		
b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	**b.** Not applicable.	
c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	**c.** Use temporal words (e.g., first, then, next) to signal order.	
d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	**d.** Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events.	
e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**e.** Provide a closing.	

Iowa Core -Level Standards	Iowa Core Essential Element	**Unpacked**
Production and Distribution of Writing		
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**EE.W.8.4** Produce writing that is appropriate for the task, purpose, or audience.	**Concept:** *We write so that others can understand what we want them to know and so they can refer back to it.* **Skills:** Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; revisit and revise plan as needed; use technology to produce and publish writing; interact with others to collaborate about writing. **Big Ideas:** Writing is a multi-step process that results in products that can be shared. **Essential Questions:** Why am I writing this? What is my goal or purpose for writing? What do I have to do to meet my goal? What is my plan for writing? Who is my audience? What should I write to communicate to that audience? Does it make sense? If not, what words or phrases do I need to change so it makes sense? How do I need to revise my writing based on my plan? What else can I write to make it easier for someone to understand? What did my teacher or classmate say about my writing? What do they want me to change or add? How can I produce and publish writing with this tool?
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	**EE.W.8.5** With guidance and support from adults and peers, plan before writing and revise own writing.	
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	**EE.W.8.6** Use technology, including the Internet, to produce writing to interact and collaborate with others.	

Eighth Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Research to Build and Present Knowledge		
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	**EE.W.8.7** Conduct short research projects to answer and pose questions based on one source of information.	**Concept:** *Research supports writing to inform or respond.* **Skills:** Identify or develop the question to be answered; identify sources that will give information about a question or topic; identify information from multiple sources to support writing about a topic; select quotes relevant to the topic; use compare and contrast in writing use what was learned in reading to support writing. **Big Idea:** Writing to answer questions or provide important information about a topic often requires finding information in multiple sources. **Essential Questions:** What is the question I will research and write about? What do I want to know about this? Where can I find information on this topic? Based on my single source of research information what new questions do I have? What quotes can I use from my sources to strengthen my writing? What is my purpose for writing? What do I need to write about that research? What information have I gathered? How can I use writing to show what I learned?
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	**EE.W.8.8** Select quotes providing relevant information about a topic from multiple print or digital sources.	
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**EE.W.8.9** Use information from literary and informational text to support writing.	
a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.").	**a.** Apply Essential Elements of Grade 8 Reading Standards to literature (e.g., "Compare and contrast themes, patterns of events, or characters across two or more stories or dramas.").	
b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.").	**b.** Apply Essential Elements of Grade 8 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Writing		
W.8.10 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.	**EE.W.8.10** Write routinely for a variety of tasks, purposes, and audiences.	**Concept:** *There are many reasons to write.* **Skills:** Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. **Big Idea:** To become a good writer you have to write every day for many different reasons. **Essential Questions:** What am I going to write about? Why am I writing it? Who will read it? Did I write enough to clearly convey my message?

Eighth Grade English Language Arts Standards: Speaking and Listening		
*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Comprehension and Collaboration		
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly.	**EE.SL.8.1** Engage in collaborative discussions.	**Concepts:** *Successful communication exchanges are often rule based. topic centered, and draw upon information provided by speakers.* **Skills:** Prepare and participate in discussions; follow rules; carry out assigned role; ask questions; answer questions; add comments to a discussion; remain on topic; acknowledge new information and relate it to own ideas; identify details related to the main idea; identify the argument made by the speaker. **Big Ideas:** Engagement in communication exchanges often requires: preparation, cooperation, attention, and the evaluation of information. **Essential Questions:** What do I need to prepare? What have I studied that I can share in this discussion? What will I say? What are the rules for communicating with others? What do I want to know more about? What do I already know about this? What did they mean by that? Who can I ask? Does the information make sense with what I already know? If not, what changes do I need to make? What words answer the question? How can I make my message more clear? What else can I say? What can I add to that person's comment? What questions do I have about what was discussed? What questions can I pose based on my research? What do I do if I want to say something that is not about this topic? What experience have I had in my own life that can help me understand this new information? If someone tells me something I hadn't heard before, what can I do so they know I am thinking about what they said? What is the main idea? What details support it? What is the argument made by the speaker?
a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	**a.** Come to discussions prepared to share information previously studied.	
b. Follow rules for collegial discussions and decision- making, track progress toward specific goals and deadlines, and define individual roles as needed.	**b.** Follow simple rules and carry out assigned roles during discussions.	
c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	**c.** Remain on the topic of the discussion when asking or answering questions or making other contributions to a discussion.	
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	**d.** Acknowledge new information expressed by others in a discussion and relate it to own ideas.	
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	**EE.SL.8.2** Determine the purpose of information presented in graphic, oral, visual, or multimodal formats.	
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**EE.SL.8.3** Determine the argument made by a speaker on a topic.	

Eighth Grade English Language Arts Standards: Speaking and Listening		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Presentation of Knowledge and Ideas		
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	**EE.SL.8.4** Present descriptions, facts, or details supporting specific points made on a topic.	**Concepts:** *Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.* **Skills:** Identify findings related to a subject; identify descriptions, facts or details related to findings; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient. **Big Ideas:** Effective communication can occur with just one or two words but presentations and some other exchanges require more complete descriptions, facts, details and sometimes multimedia supports. **Essential Questions:** What did I find out about this? How can I describe that? What facts or details are related to those findings? What multimedia can I add to this? What can I add to help others understand this better? Who will I be communicating with? How can I say that more clearly?
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	**EE.SL.8.5** Include multimedia and visual information into presentations.	
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.8.6** Adapt communication to a variety of contexts and tasks.	

Iowa CORE ESSENTIAL ELEMENTS

Eighth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Conventions of Standard English		
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.8.1** Demonstrate standard English grammar and usage when communicating.	**Concepts:** It matters which words, letters and punctuation you choose when communicating. **Skills:** Form and use simple past tense verbs; form and use simple present tense verbs; form and use simple future tense verbs; use appropriate verbs to match nouns; use periods at the end of sentences; use question marks at the end of questions; use an exclamation mark at the end of an exclamation; spell words using letter-sound relationships and/or common spelling patterns; capitalize the first word in a sentence or question; capitalize proper nouns. **Big Ideas:** Communicating involves choosing the right words, letters and ending punctuation to make the message clear. **Essential Questions:** What word can I use to name that action? How can I say that action already happened? How can I say that action will happen? Does the verb describe the action of the noun? What mark should I use at the end of a sentence? What mark should I use at the end of a question? What mark should I use at the end of an exclamation? What sounds do I hear in the word? What letters make that sound? Is there a word I know that will help me spell this word? What words need to be capitalized?
a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	**a.** Not applicable.	
b. Form and use verbs in the active and passive voice.	**b.** Form and use the simple verb tenses (e.g., *I walked, I walk, I will walk).*	
c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	**c.** Use appropriate verbs to match nouns.	
d. Recognize and correct inappropriate shifts in verb voice and mood.*	**d.** Not applicable.	
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.8.2** Demonstrate understanding of conventions of standard English.	
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	**a.** Use end punctuation and capitalization when writing a sentence or question.	
b. Use an ellipsis to indicate an omission.	**b.** Not applicable.	
c. Spell correctly.	**c.** Spell words phonetically, drawing on knowledge of letter- sound relationships and/or common spelling patterns.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Knowledge of Language		
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	**EE.L.8.3** Use language to achieve desired outcomes when communicating.	**Concepts:** Language is the process of communication. **Skills:** Use to-be verbs appropriately when writing and communicating. **Big Ideas:** Choosing words carefully makes communication more precise. **Essential Questions:** How am I going to incorporate what I've learned about verbs in my writing to effectively communicate my ideas? How do I know which to-be verb to use when writing and communicating? Was I understood? If not, how can I clarify my message?
a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	**a.** Use to-be verbs (am, are, is, was, were, be, become, became) accurately when writing and communicating.	

Iowa CORE ESSENTIAL ELEMENTS

Eighth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Vocabulary Acquisition and Use		
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content,* choosing flexibly from a range of strategies.	**EE.L.8.4** Demonstrate knowledge of word meanings.	**Concepts:** *Words and phrases have meaning across context and in relation to one another.*
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**a.** Use context to determine which word is missing from a content area text.	**Skills:** Use the context of a sentence to determine a missing word; use common root words with different word endings in context; seek clarification when a word is not understood; identify words that mean more than one thing; use knowledge of common words to understand the meaning of compound and complex words in which they appear; use descriptive words to add meaning when writing and communicating: use words across contexts.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	**b.** Use frequently occurring root words (e.g., like) and the words that result when affixes are added (e.g., liked, disliked, liking).	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	**c.** Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating.	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**d.** Not applicable.	**Big Ideas:** As words are learned and used, they are related to topics, contexts, and one another.
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**EE.L.8.5** Demonstrate understanding of word relationships and use.	**Essential Questions:** What word fits in that sentence? What word do I know that makes sense here? What does that word mean? How can I figure out what that word means? What else could this word mean? How does the meaning of the word change when I add a different ending to the word? What two words make up this compound word? What parts of this word do I know that can help me read this big word? What words can I add to my writing to be more descriptive? What words can I add to my communication to be more descriptive?
a. Interpret figures of speech (e.g. verbal irony, puns) in context.	**a.** Demonstrate understanding of the use of multiple meaning words.	
b. Use the relationship between particular words to better understand each of the words.	**b.** Use knowledge of common words to understand the meaning of compound and complex words in which they appear (e.g., birdhouse, household).	
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	**c.** Use descriptive words to add meaning when writing and communicating.	
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**EE.L.8.6** Use general academic and domain-specific words and phrases across contexts.	

Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RL.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferences drawn from the text.	**Concepts:** Authors organize a text and provide information to support a readers understanding. **Skills:** Analyze a text to determine its meaning citing text evidence to support explicit and implicit understandings. Recount events from the text that relate to the theme, central idea, character and setting; determine how characters, change or develop over the course of a drama or text. **Big Ideas:** The key ideas and details in a text support inferences, relate to the theme or central idea, and support how characters develop throughout the text. **Essential Questions:** What are the inferences within the text? What evidence from the text support that inference? What does the text say explicitly? What is the theme or central idea? How can I recount those details so someone else will understand the theme or central idea? What details about the characters and setting do I need to include? How do the characters change or develop from the beginning to the end of the text?
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**EE.RL.9-10.2** Recount events related to the theme or central idea, including details about character and setting.	
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	**EE.RL.9-10.3** Determine how characters change or develop over the course of a text.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**EE.RL.9-10.4** Determine the meaning of words and phrases as they are used in a text, including idioms, analogies, and figures of speech.	**Concepts:** *Authors intentionally use words and phrases as well as the structure of the text to convey meaning.* **Skills:** Determine the meaning of words in a text; determine the meaning of simple analogies, idioms, and figures of speech in a text; sequence events in a story that are presented out of order in the text; identify similarities and differences between own experiences and experiences of characters in a story or drama. **Big Ideas:** Comprehension is improved when a reader determines the intended meaning of words, understands the structure of the text, and relates the experiences of characters to his or her own experiences. **Essential Questions:** What do these words mean? What analogies does the author use? What idioms or other figures of speech does the author use? What do they mean? What events does the author write about? What is the actual order of those events? What does the character experience in this story or drama? How are those experiences the same or different from my experiences? If I don't know, what can I do to figure it out?
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**EE.RL.9-10.5** Identify where a text deviates from a chronological presentation of events.	
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**EE.RL.9-10.6** Determine a point of view or cultural experience in a work of literature from outside the United States and compare it with own point of view or experience.	

Ninth-Tenth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	**EE.RL.9-10.7** Compare the representation of a subject or topic in two different artistic mediums (e.g., poetry and illustration).	**Concepts:** *Authors make choices in the way they represent subjects or topics and how they relate them to one another.* **Skills:** Determine how a subject or topic is represented in different artistic mediums; compare and contrast the representation of a subject or topic in one medium with its representation in another; identify references to another text that appear in a text being read; identify when an author draws upon or references a different text. **Big Ideas:** Texts and artistic representations can have their own unique features and draw upon or relate to one another in many ways. **Essential Questions:** What is the topic or subject of this artistic work? What is the author trying to get me to understand? How is it the same or different from this other artistic work? Is there something about another text in this text? Does the author tell me it comes from another text? Do I have to think about where I have read that before? If I don't know, what can I do to figure it out?
RL.9-10.8 (Not applicable to literature)	**EE.RL.9-10.8** (Not applicable to literature)	
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**EE.RL.9-10.9** Identify when an author draws upon or references a different text.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	**EE.RL.9-10.10** Demonstrate understanding of a text while actively engaged in reading or listening to stories, dramas, or poems.	**Concept**: Participating in reading or listening is an active process. **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**EE.RI.9-10.1** Determine which citations demonstrate what the text says explicitly as well as inferentially.	**Concepts:** *Authors organize a text and provide information to support a readers understanding.*
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	**EE.RI.9-10.2** Determine the central idea of the text and select details to support it.	**Skills:** Analyze a text to determine its meaning citing text evidence to support explicit and implicit understandings; determine the theme or central idea of a text; select details from the text that relate to the theme or central idea; identify ideas or events in the text; determine how the ideas or events are connected.
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**EE.RI.9-10.3** Determine logical connections between individuals, ideas, or events in a text.	**Big Ideas:** Authors provide information to support readers in understanding the theme or central idea, making inferences, and understanding the relationship between ideas or events in a text. **Essential Questions:** What does the text say explicitly? What inferences does the author expect me to make? What evidence from the text support that inference? What is the theme or central idea? What details in the text relate to the theme or central idea? What are the key ideas in the text? How are those ideas related? What are the key events in the text? How are those events related? If I don't know, what can I do to figure it out?

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**EE.RI.9-10.4** Determine the meaning of words and phrases as they are used in text, including common idioms, analogies, and figures of speech.	**Concepts:** *Authors intentionally use words and phrases as well as the structure of the text to convey meaning.* **Skills:** Determine the meaning of words in a text; determine the meaning of analogies, idioms and figures of speech; identify the ideas or claims within the text; determine which sentences or paragraphs relate to the central idea or themes; identify the authors point of view or purpose: determine which sentences or paragraphs reflect the authors point of view or purpose; compare author's point of view with own point of view. **Big Ideas**: Comprehension is improved when a reader determines the intended meaning of words, understands the structure of the text, and relates the author's point of view to his or her own experiences. **Essential Questions:** What do these words mean? What analogies does the author use? What idioms or other figures of speech does the author use? What do they mean? What claims is the author making? What are the author's ideas? What sentences or paragraphs relate to the claims and ideas? What is the author's point of view or purpose? What sentences or paragraphs reflect the author's point of view or purpose? How does my point of view compare with the author's point of view?
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**EE.RI.9-10.5** Locate sentences that support an author's central idea or claim.	
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**EE.RI.9-10.6** Determine author's point of view and compare with own point of view.	

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**EE.RI.9-10.7** Analyze two accounts of a subject told in different mediums to determine how they are the same and different.	**Concepts:** *Authors make choices about the way they represent subjects, the claims or arguments they make, and the themes they address.* **Skills:** Determine how a subject is represented in different artistic mediums; analyze the similarities and differences between the representations of a subject in one medium and another; determine the specific claims that support the argument made by the author in a text; make connections between different texts with related themes and concepts. **Big Ideas:** Texts and artistic representations of a subject can have their own unique features including different arguments, claims, and themes that are supported in a variety of ways. **Essential Questions:** What is the topic or subject of this artistic work? What are the authors trying to convey? How is this piece the same or different from the other artistic piece? What arguments or claims does the author make? What evidence does the author provide to support the claims/argument? What is the related theme in these texts? What are the other connections between the texts?
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**EE.RI.9-10.8** Determine how the specific claims support the argument made in an informational text.	
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	**EE.RI.9-10.9** Make connections between texts with related themes and concepts.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	**EE.RI.9-10.10** Demonstrate understanding while actively engaged in reading or listening to literary nonfiction.	**Concept:** *Participating in reading or listening is an active process.* **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

Ninth-Tenth Grade English Language Arts Standards: Writing		
*** Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.**		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Text Types and Purposes		
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**EE.W.9-10.1** Write claims about topics or texts.	**Concepts:** *Selecting a topic and important supporting information helps a writer achieve his/her purpose.*
a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.	**a.** Introduce a topic or text and write one claim and one counterclaim about it.	**Skills:** Introduce a topic and write a claim and a counterclaim to support it with reasons or evidence; write to share information; decide what facts or evidence are to be included and write about it; include visual, tactual, or multimedia information to support writing as appropriate; organize events, facts, and evidence; write complete simple sentences; write a narrative about a problem, situation or observation with at least one character, related details, and clearly sequenced events; use vocabulary specific to topic; use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events; write complete simple sentences as appropriate; use temporal words in writing; provide a closing or concluding statement when writing.
b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	**b.** Not applicable.	
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**c.** Not applicable.	
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**d.** Not applicable.	
e. Provide a concluding statement or section that follows from and supports the argument presented.	**e.** Not applicable.	**Big Ideas:** Writers compose for a variety of purposes; they organize information, support claims, and include details to communicate about a topic.
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**EE.W.9-10.2** Write to share information supported by details.	**Essential Questions:** What is my goal or purpose for writing? What is my claim and counterclaim? How can I support the claim and counterclaim? What is my topic? How can I introduce my topic? What are important words to use about the topic? What facts or details do I know that support the topic? Am I writing about something I did, to share information, or about a problem? What do I think about that topic, text or personal experience? Why? Who is a character I want to write about? What words describe the character, events, setting, or experiences? What happened first, next, and last? What information can be enhanced by included using visual, tactual or multimedia formats? How do I want to end my writing?
a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**a.** Introduce a topic clearly and use a clear organization to write about it including visual, tactual, or multimedia information as appropriate.	
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**b.** Develop the topic with facts or details.	
c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**c.** Use complete, simple sentences as appropriate.	
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	**d.** Use domain specific vocabulary when writing claims related to a topic of study or text.	
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the	e. Not applicable	

Iowa CORE ESSENTIAL ELEMENTS

Ninth-Tenth Grade English Language Arts Standards: Writing		
* Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Text Types and Purposes		
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**f.** Providing a closing or concluding statement.	
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.	**EE.W.9-10.3** Write about events or personal experiences.	
a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	**a.** Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.	
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	**b.** Not applicable	
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	**c.** Organize the events in the narrative using temporal words to signal order as appropriate.	
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**d.** Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.	
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**e.** Provide a closing.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Production and Distribution of Writing		
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	**EE.W.9-10.4** Produce writing that is appropriate for the task, purpose, and audience.	**Concept:** *We write so that others can understand what we want them to know and so they can refer back to it.* **Skills:** Identify the purpose and audience for writing; write to accomplish the purpose; create a plan for writing; write and revise writing as needed; interact with others to collaborate about writing; use technology to produce, update, and publish writing. **Big Ideas:** Writing is a multi-step process that results in products that can be shared. **Essential Questions:** What is my goal or purpose for writing? What is my plan for writing? Who is my audience? What should I write to communicate to that audience? Does it make sense? If not, what words or phrases do I need to change so it makes sense? How do I need to revise my writing based on my purpose for writing? What else can I write to make it easier for someone to understand? How can I produce and publish writing using technology, including the internet? How can technology assist me when I need to update my writing?
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**EE.W.9-10.5** Develop writing by planning and revising own writing.	
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	**EE.W.9-10.6** Use technology, including the Internet, to produce publish, and update individual or shared writing products.	

Ninth-Tenth Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Research to Build and Present Knowledge		
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**EE.W.9-10.7** Conduct research projects to answer questions posed by self and others using multiple sources of information.	**Concept:** Research supports writing to inform or respond. **Skills:** Identify or develop the question to be answered; identify sources that will give information about a question or topic; identify information from multiple sources to support writing about a topic; use compare and contrast in writing; use what was learned in reading to support writing. **Big Idea:** Writing to answer questions or provide important information about a topic often requires finding information in multiple sources. **Essential Questions:** What is the question I will research and write about? What do I want to know about this? What is my purpose for writing? Where can I find information on this topic? What information have I gathered? What sound reasons can I use from my sources to support the claims and argument? What do I need to write about that research? How can I use writing to share what I have learned?
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	**EE.W.9-10.8** Write answers to research questions by selecting relevant information from multiple resources.	
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**EE.W.9-10.9** Use information from literary and informational text to support writing.	
a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare.]").	**a.** Apply Essential Elements of Grade 9-10 Reading Standards to literature (e.g., "Identify when an author has drawn upon or included references to another text.").	
b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").	**b.** Apply Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., "Use sound reasons for supporting the claims and argument.").	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Writing		
W.9-10.10 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 tasks, purposes, and audiences.	**EE.W.9-10.10** Write routinely over time for a range of tasks, purposes, and audiences.	**Concept:** *There are many reasons to write.* **Skills:** Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience. **Big Idea:** To become a good writer you have to write every day for many different reasons. **Essential Questions:** What am I going to write about? Why am I writing it? Who will read it? Did I write enough to clearly convey my message?

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening		
***Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.**		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Comprehension and Collaboration		
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	**EE.SL.9-10.1** Engage in collaborative discussions.	**Concepts:** *Successful communication exchanges are often rule based. topic centered, and draw upon information provided by speakers.* **Skills:** Engage in collaborative discussions; prepare for discussion; set goals; follow rules; relate topics to broader themes; agree or disagree with others during discussion; carry out assigned roles; determine the credibility of the information presented in diverse media or formats; identify the speaker's point of view. **Big Ideas:** When engaging in communication exchanges one has to determine the speakers point of view and determine the credibility of the evidence presented. **Essential Questions:** Do I need to prepare for this conversation? If yes, what do I need to prepare? What have I studied that I can share in this discussion? What will I say? What else can I say? What can I add to that person's comment? What are the other participants' opinions about this topic? Do I agree or disagree with them? What is the point of view made by the speaker? How do I know if this information is credible? Why should I believe that? Why shouldn't I believe that?
a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	**a.** Prepare for discussions by collecting information on the topic.	
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.	**b.** Work with adults and peers to set rules for discussions.	
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	**c.** Relate the topic of discussion to broader themes or ideas.	
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	**d.** Indicate agreement or disagreement with others during discussions.	
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	**EE.SL.9-10.2** Determine the credibility of information presented in diverse media or formats.	
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	**EE.SL.9-10.3** Determine the speaker's point of view on a topic.	

Iowa CORE ESSENTIAL ELEMENTS

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Presentation of Knowledge and Ideas		
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	**EE.SL.9-10.4** Present an argument on a topic with logically organized claims, reasons, and evidence.	**Concepts:** *Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.* **Skills:** Identify findings related to a subject; identify descriptions, facts or details related to findings; organize this information to support the purpose, audience and task; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient; use complete sentences when appropriate. **Big Ideas:** Effective communication can occur with just one or two words but presentations and other exchanges require more complete information, consideration of the audience, and sometimes multimedia supports. **Essential Questions:** What did I find out about this? How can I describe it? What facts or details are related to my findings? How should I organize the information for my audience or purpose? What multimedia can I add to this? What can I add to make something that helps others understand this better? Who will I be communicating with? How can I say that more clearly?
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**EE.SL.9-10.5** Use digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding.	
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	**EE.SL.9-10.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	

Iowa CORE ESSENTIAL ELEMENTS

Ninth-Tenth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Conventions of Standard English		
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.9-10.1** Demonstrate standard English grammar and usage when communicating.	**Concepts:** *It matters which words, letters and punctuation you choose when communicating.* **Skills:** Use, nouns, verbs, pronouns, adjectives & prepositions when communicating; demonstrate understanding of conventions of standard English including a comma and conjunction to combine two simple sentences; spell words using letter-sound relationships and/or apply knowledge of word chunks (digraphs and blends--two letters together that make a different sound) in spelling longer words. **Big Ideas:** Communicating involves choosing the right words, letters and ending punctuation to make the message clear. **Essential Questions:** What word or words can I use to describe that person, place, thing or action? What words can I use to describe something? What mark should I use at the end of a sentence? What mark should I use at the end of a question? What mark should I use at the end of an exclamation? Do I need a comma here? How do I spell that word? What sounds do I hear in the word? What letters make that sound? What word or word chunk can help me spell this word?
a. Use parallel structure.*	**a.** Not applicable.	
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	**b.** Use a variety of parts of speech (nouns, verbs, pronouns, adjectives, and prepositions) in writing or communication to convey information.	
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.9-10.2** Demonstrate understanding of conventions of standard English.	
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	**a.** Use a comma and conjunction to combine two simple sentences.	
b. Use a colon to introduce a list or quotation.	**b.** Not applicable.	
c. Spell correctly.	**c.** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Knowledge of Language		
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**EE.L.9-10.3** Use language to achieve desired outcomes when communicating.	**Concepts:** *Language is the process of communication.* **Skills:** Select a variety of words that convey and communicate intended message when writing and communicating; use knowledge of words and word order to support desired outcomes when communicating. **Big Ideas:** Choosing words carefully makes communication more precise. **Essential Questions:** What words will help communicate my desired message? Was I understood? If not, how can I clarify my message?
a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook,* Turabian's *Manual for Writers)* appropriate for the discipline and writing type.	**a.** Vary syntax when writing and communicating.	

Ninth-Tenth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Vocabulary Acquisition and Use		
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	**EE.L.9-10.4** Demonstrate knowledge of word meanings.	**Concepts:** *Words and phrases have meaning across context and in relation to one another.* **Skills:** Use the context to determine unknown meaning of a word; identify and use root words that result when affixes are added or removed; seek clarification when a word is not understood; use reference materials to clarify the meaning of unknown words; use words across contexts; analyze the context to determine the meaning of multiple meaning words; interpret figures of speech. **Big Ideas:** As words are learned and used, they are related to topics, contexts, and one another. **Essential Questions:** What word do I know that makes sense here? What does that word mean? What else could that word mean? What reference materials can I use to clarify meaning of unfamiliar words? How does the meaning of the word change when I add or remove an affix to a root word? Does that phrase mean exactly what it says (e.g., raining cats and dogs)? If it doesn't, what is the author's intended meaning? How can I figure out what that word or phrase means here?
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**a.** Use context to determine the meaning of unknown.	
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	**b.** Identify and use root words and the words that result when affixes are added or removed.	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	**c.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**d.** Not applicable (See EE.L.9- 10.4.c. above.)	
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**EE.L.9-10.5** Demonstrate understanding of word relationships and use.	
a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.	**a.** Interpret common figures of speech.	
b. Analyze nuances in the meaning of words with similar denotations.	**b.** Determine the intended meaning of multiple meaning words.	
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**EE.L.9-10.6** Use general academic and domain-specific words and phrases across contexts.	

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**EE.RL.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understandings.	**Concepts:** *Authors organize a text and provide information to support readers in understanding the theme or central idea, remembering the text, and understanding how characters develop over the course of a text.* **Skills:** Analyze a text to determine its meaning citing text evidence to support explicit and implicit understandings; recount events from the text that relate to the theme, central idea, character and setting; determine how characters, the setting or events change or develop over the course of a drama or text. **Big Ideas:** Comprehending requires a reader to think and remember what they read in the text to determine the central idea, how story elements develop throughout the text and what evidence can be used to support the readers thinking. **Essential Questions:** What are the inferences within the text? What evidence from the text support that inference? What does the text say explicitly? What is the theme or central idea? How can I recount those details so someone else will understand the theme or central idea? What details about the characters and setting do I need to include? How do the characters settings, and events change or develop from the beginning to the end of the text?
RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	**EE.RL.11-12.2** Recount the main events of the text which are related to the theme or central idea.	
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	**EE.RL.11-12.3** Determine how characters, the setting or events change over the course of the story or drama.	

Iowa CORE ESSENTIAL ELEMENTS

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	**EE.RL.11-12.4** Determine how words or phrases in a text, including words with multiple meanings and figurative language, impact the meaning.	**Concepts:** *Authors intentionally use words and phrases as well as the structure of the text to convey meaning that can often be interpreted in multiple ways.* **Skills:** Determine how words and phrases in a text impact the meaning; determine how words with multiple meanings and figurative language, impact the meaning; determine how the author's choice of where to end the story contributes to the meaning; determine the point of view when there is a difference between the author's actual language and intended meaning. **Big Ideas:** Comprehension is improved when a reader determines the intended meaning of words, understands the structure of the text, and relates the ending of the story to the authors overall meaning. **Essential Questions:** What do these words mean? How does the end of the story contribute to the meaning of the story? How would the meaning change if the author chose to end the story in a different way? How does the language or intended meaning impact the author's point of view? What changes if the narrator or character interprets it differently?
RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	**EE.RL.11-12.5** Determine how the author's choice of where to end the story contributes to the meaning.	
RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**EE.RL.11-12.6** Determine the point of view when there is a difference between the author's actual language and intended meaning.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	**EE.RL.11-12.7** Compare two or more interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a story, drama, or poem.	**Concepts:** *When accounts or interpretations of original texts are created, they emphasize different aspects of the original.* **Skills:** Compare two or more interpretations of a story, drama or poem; determine how two or more interpretations of a story, drama or poem relate to the original version; demonstrate explicit understanding of retold versions or accounts of foundational works of American literature. **Big Ideas:** Texts can be retold, recounted, and interpreted in a variety of ways. **Essential Questions:** How do these stories, dramas or poems compare? What does this text say? What does it mean? What details can you provide to demonstrate understanding of recounted versions of foundational American literature?
RL.11-12.8 (Not applicable to literature)	**EE.RL.11-12.8** (Not applicable to literature)	
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	**EE.RL.11-12.9** Demonstrate explicit understanding of recounted versions of foundational works of American literature.	

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Literature)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RL.11-12.10** Demonstrate understanding while actively engaged in reading or listening to stories, dramas, and poems.	**Concept**: Participating in reading or listening is an active process. **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Key Ideas and Details		
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**EE.RI.11-12.1** Analyze a text to determine its meaning and cite textual evidence to support explicit and implicit understanding.	**Concepts:** *Authors organize a text and provide information to support a readers understanding.* **Skills:** Analyze a text to determine its meaning citing text evidence to support explicit and implicit understandings; determine the theme or central idea of a text; recount the text; select details from the text that relate to the theme or central idea; determine how individuals, ideas, or events change over the course of the text. **Big Ideas:** Authors provide information to support readers in understanding the theme or central idea, making inferences, and understanding the relationship between individuals, ideas or events in a text. **Essential Questions:** What does the text say explicitly? What inferences does the author expect me to make? What evidence from the text support that inference? What is the theme or central idea? What details in the text relate to the theme or central idea? What are the key ideas in the text? How are those ideas related? What are the key events in the text? How are those events related? How do the individuals, ideas, or events change or develop from the beginning to the end of the text? If I don't know, what can I do to figure it out?
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	**EE.RI.11-12.2** Determine the central idea of a text; recount the text.	
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	**EE.RI.11-12.3** Determine how individuals, ideas, or events change over the course of the text.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Craft and Structure		
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	**EE.RI.11-12.4** Determine how words or phrases in a text, including words with multiple meanings and figurative language, impacts the meaning of the text.	**Concepts:** *Authors intentionally use words and phrases as well as the structure of the text to convey meaning.* **Skills:** Determine how the words or phrases impact the meaning of text; determine whether the structure of a text enhances an author's claim; determine an author's point of view; compare and contrast author's point of view with own point of view, . **Big Ideas**: Comprehension is improved when a reader determines the intended meaning of words, understands the structure of the text, and relates the author's point of view to his or her own experiences. **Essential Questions:** How does the author's choice of words affect the text meaning? How does the organization or structure help me understand an author's claim? What information did the author provide to support their claim? Why did the author organize it that way? What is the author's point of view? How does the author's point of view compare or contrast to my own?
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	**EE.RI.11-12.5** Determine whether the structure of a text enhances an author's claim.	
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	**EE.RI.11-12.6** Determine author's point of view and compare and contrast it with own point of view.	

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Integration of Knowledge and Ideas		
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	**EE.RI.11-12.7** Analyze information presented in different media on related topics to answer questions or solve problems.	**Concepts:** *Authors make choices about the way they present information, state claims and make arguments based on the intended purpose.* **Skills:** Identify information in text or other media formats; use the information to answer questions or solve problems; identify whether claims and reasoning enhance the author's argument in informational text; compare and contrast arguments made by two different texts on the same topic. **Big Ideas:** Texts and other media sources present information that meets a variety of purposes such as supporting claims and arguments, answering questions, and solving problems. **Essential Questions:** What information from the texts help me answer the question or solve problems? What claims or arguments support the author's argument? What are the arguments made in this text? How do the arguments between two different texts on the same topic compare and contrast?
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).	**EE.RI.11-12.8** Determine whether the claims and reasoning enhance the author's argument in an informational text.	
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	**EE.RI.11-12.9** Compare and contrast arguments made by two different texts on the same topic.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Reading and Level of Text Complexity		
RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	**EE.RI.11-12.10** Demonstrate understanding while actively engaged in reading or listening to literary non-fiction.	**Concept:** *Participating in reading or listening is an active process.* **Skills:** Engage in reading for a purpose; communicate thoughts and feelings about a text; interact with adults and peers about a text. **Big Idea:** Engagement during group or individual reading requires thinking and communicating. **Essential Questions:** What is my purpose for reading/listening? What do I want to share about the text? How do I communicate my thinking with others? What do I want to say?

Iowa CORE ESSENTIAL ELEMENTS

Eleventh-Twelfth Grade English Language Arts Standards: Writing		
*** Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.**		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Text Types and Purposes		
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**EE.W.11-12.1** Write arguments to support claims.	**Concepts:** *The purpose for writing influences structure, organization and the decisions writers make about the type and amount of information to include.* **Skills:** Write arguments and supporting claims based on information from studying a topic or reading a text; support claims with reasons and evidence; write to share information with relevant facts, details, and quotes; introduce a topic; write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate; write an argument using simple sentences or compound and complex sentences; use vocabulary specific to topic; write a closing or concluding statement; Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events; use temporal words to describe event order; use descriptive words and phrases. **Big Ideas:** Writers compose for a variety of purposes; they organize information, support claims, and include details to communicate about a topic. **Essential Questions:** What does this resource tell me about the topic? What do I think about the information? What claim do I want to make? How can I support the claim in a sentence? How does this claim contribute to the argument I want to make? What is my purpose for writing? What important information should be included in my writing? What facts or details do I know that support the topic? What descriptive words enhance my writing? What happens first? Next? Last? What graphics or multimedia will help support my writing? How can I conclude my writing?
a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.	**a.** Write an argument to support a claim that results from studying a topic or reading a text.	
b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	**b.** Support claims with reasons and evidence drawn from text.	
c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	**c.** Not applicable.	
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**d.** Not applicable.	
e. Provide a concluding statement or section that follows from and supports the argument presented.	**e.** Not applicable.	
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	**EE.W.11-12.2** Write to share information supported by details.	
a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	**a.** Introduce a topic clearly and write an informative or explanatory text that conveys ideas, concepts, and information including visual, tactual, or multimedia information as appropriate.	
b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	**b.** Develop the topic with relevant facts, details, or quotes.	
c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	**c.** Use complete, simple sentences, as well as compound and other complex sentences as appropriate.	

Eleventh-Twelfth Grade English Language Arts Standards: Writing		
*** Throughout these Essential Elements, writing can include standard writing instruments, computers or alternate writing tools.**		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Text Types and Purposes		
d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	**d.** Use domain specific vocabulary when writing claims related to a topic of study or text.	
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	**e.** Not applicable.	
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	**f.** Provide a closing or concluding statement.	
W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.	**EE.W.11-12.3** Write about events or personal experiences.	
a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	**a.** Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events.	
b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	**b.** Not applicable.	
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	**c.** Organize the events in the narrative using temporal words to signal order and add cohesion.	
d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	**d.** Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters.	
e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**e.** Provide a closing.	

Iowa CORE ESSENTIAL ELEMENTS

Eleventh-Twelfth Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Production and Distribution of Writing		
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	**EE.W.11-12.4** Produce writing that is appropriate to a particular task, purpose, and audience.	**Concept:** We write so that others can understand what we want them to know and so they can refer back to it. **Skills:** Identify the purpose for writing; write to accomplish the purpose; create a plan for writing; write and revise writing; edit and rewrite as needed; use technology to produce and publish writing. **Big Ideas:** Writing is a multi-step process that results in products that can be shared. **Essential Questions:** What is my goal or purpose for writing? What is my plan for writing? Who is my audience? What should I write to communicate to that audience? Does it make sense? If not, what words or phrases do I need to change so it makes sense? How do I need to revise my writing based on my purpose? When do I know I need to edit? What edits do I need to make? How do I rewrite to create a finished product? What else can I write to make it easier for someone to understand? How can I produce and publish writing using technology, including the internet?
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	**EE.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, and rewriting.	
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	**EE.W.11-12.6** Use technology, including the Internet, to produce publish and update an individual or shared writing project.	

Eleventh-Twelfth Grade English Language Arts Standards: Writing		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Research to Build and Present Knowledge		
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self- generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**EE.W.11-12.7** Conduct research projects to answer questions posed by self and others using multiple sources of information.	**Concept:** Research supports writing to inform or respond. **Skills:** Identify or develop the question to be answered; identify sources that will give information about a question or topic; identify information from multiple sources to support writing about a topic; use compare and contrast in writing; use what was learned in reading to support writing. **Big Idea:** Writing to answer questions or provide important information about a topic often requires finding information in multiple sources. **Essential Questions:** What is the question I will research and write about? What do I want to know about this? What is my purpose for writing? Where can I find information on this topic? What information have I gathered? What sound reasons can I use from my sources to support the claims and argument? What do I need to write about that research? How can I use writing to share what I have learned?
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	**EE.W.11-12.8** Write answers to research questions by selecting relevant information from multiple resources.	
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**EE.W.11-12.9** Cite evidence from literary or informational texts.	
a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.").	**a.** Apply Grades 11-12 Essential Elements for Reading Standards to literature (e.g., "Compare and contrast elements of American literature to other literary works, self, or one's world. [Compare themes, topics, locations, context, and point of view].").	
b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses].").	**b.** Apply Grades 11-12 Essential Elements for Reading Standards to informational texts (eg, "Compare and contrast reasoning and arguments used in one's work with those used in seminal U.S. texts.").	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Range of Writing		
W.11-12.10 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 tasks, purposes, and audiences.	**EE.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) for a range of tasks, purposes, and audiences.	**Concept:** *There are many reasons to write.* **Skills:** Use standard writing instruments, computers or alternate writing tools to write; write for a specific task, purpose, and audience; write on the same topic over multiple sessions. **Big Idea:** To become a good writer you have to write every day for many different reasons. **Essential Questions:** What am I going to write about? Am I going to continue to write on this same piece or am I going to write something new? How do I know when I have written enough and I am ready to move on to something new? Why am I writing it? Who will read it?

Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening		
*Throughout, standards can be addressed using speech, augmentative and alternative communication or a combination of the two.		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	Unpacked
Comprehension and Collaboration		
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one- on- one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.	**EE.SL.11-12.1** Engage in collaborative discussions.	**Concepts:** Successful communication exchanges are often rule based. topic centered, and draw upon information provided by speakers. **Skills:** Prepare for discussion; set goals; follow rules; carry out assigned roles; ask and respond to questions about reasoning and evidence; determine and remain on topic when participating in discussion; provide a logical link when changing topics, answering questions, or making a connection; determine when the topic shifts; adjust comments and questions to new topic; determine whether information presented in a variety of media is credible and accurate; determine whether a speaker's claims are reasonable and enhance the argument **Big Ideas:** Engagement in communication exchanges often requires: preparation, cooperation, attention, and the evaluation of information. **Essential Questions:** What do I want to say? How do I need to prepare? What is my goal? What are the rules? What is my role? What is the topic? What more do I want to know about this topic? Do I have a question? How do I answer the question? Can I change the topic? Did someone else change the topic? If someone tells me something, how do I determine the credibility and accuracy of the information? What claim and reasoning supports the speaker's argument?
a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	**a.** Prepare for discussions by collecting information on the topic.	
b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	**b.** Work with peers to set rules and goals for discussions.	
c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.	**c.** Ask and answer questions to verify or clarify own ideas and understandings during a discussion.	
d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	d. Respond to agreements and disagreements in a discussion.	
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	**EE.SL.11-12.2** Determine the credibility and accuracy of information presented across diverse media or formats.	
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	**EE.SL.11-12.3** Determine whether the claims and reasoning enhance the speaker's argument on a topic.	

Iowa CORE ESSENTIAL ELEMENTS

Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Presentation of Knowledge and Ideas		
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	**EE.SL.11-12.4** Present an argument on a topic using an organization appropriate to the purpose, audience, and task.	**Concepts:** *Language and other representations can be used to communicate, support, and enhance information with more or less precision, depending on the context.*
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	**EE.SL.11-12.5** Use digital media strategically (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to support understanding and add interest.	**Skills:** Identify findings related to a subject; identify descriptions, facts or details related to findings; organize this information to support the purpose, audience and task; report on that; make choices or create visual, tactile or auditory representations to enhance a presentation; identify the communication context; identify the communication partner; determine whether it is best to use messages that are precise or messages that are quick and efficient; use complete sentences when appropriate.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	**EE.SL.11-12.6** Adapt communication to a variety of contexts and tasks using complete sentences when indicated or appropriate.	**Big Ideas:** Effective communication can occur with just one or two words but presentations and other exchanges require more complete information, consideration of the audience, and sometimes multimedia supports. **Essential Questions:** What did I find out about this? How can I describe it? What facts or details are related to my findings? How should I organize the information for my audience or purpose? What multimedia can I add to this? What can I add to make something that helps others understand this better? Who will I be communicating with? How can I say that more clearly?

Eleventh-Twelfth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Conventions of Standard English		
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	**EE.L.11-12.1** Demonstrate standard English grammar and usage when communicating.	**Concepts:** *It matters which words, letters and punctuation you choose when communicating.* **Skills:** Consider the context when determining the need for Standard English; demonstrate understanding of conventions of standard English including capitalization, ending punctuation; spell words using letter-sound relationships and/or apply knowledge of word chunks (digraphs and blends--two letters together that make a different sound) in spelling longer words; use digital, electronic, and other resources and tools to improve language. **Big Ideas:** Communicating involves knowing the audience and knowing when conventions of standard English are needed. **Essential Questions:** What is my purpose for writing? How careful do I have to be? Does it have to be perfect? Who can help me edit it? Does my message say what I want? If not, what do I need to clarify? What sounds do I hear in the word? What word chunks helps me know how to spell longer words? What word or words do I need to capitalize? What punctuation mark completes this thought? Can I fix what is wrong? What tools can I use to improve my language?
a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	**a.** Use conventions of standard English when needed.	
b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	**b.** Use digital, electronic, and other resources and tools to improve uses of language as needed.	
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	**EE.L.11-12.2** Demonstrate understanding of conventions of standard English.	
a. Observe hyphenation conventions.	**a.** Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing.	
b. Spell correctly.	**b.** Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.	
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Knowledge of Language		
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	**EE.L.11-12.3** Use language to achieve desired outcomes when communicating.	**Concepts:** *Language is the process of communication.* **Skills:** Determine desired meaning; select words that convey desired meaning; use words in sentences to communicate precise intended message; use background knowledge to understand spoken or written communication; select words to vary simple and compound sentences to convey desired outcome. **Big Ideas:** Choosing words carefully makes communication more precise. **Essential Questions:** What words help communicate my desired outcome? Was I understood? If not how can I clarify my message? Did I vary my sentence structure? If not how can I vary my sentence structure?
a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	**a.** Vary sentence structure using a variety of simple and compound sentence structures.	

Iowa CORE ESSENTIAL ELEMENTS

Eleventh-Twelfth Grade English Language Arts Standards: Language		
Iowa Core Grade-Level Standards	Iowa Core Essential Element	**Unpacked**
Vocabulary Acquisition and Use		
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content,* choosing flexibly from a range of strategies.	**EE.L.11-12.4** Demonstrate knowledge of word meanings.	**Concepts:** Words and phrases have meaning across context and in relation to one another.
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**a.** Use context to determine the meaning of unknown words.	**Skills:** Use the context of a sentence to determine unknown meaning of a word; identify and use root words that result when affixes are added or removed; seek clarification when a word is not understood; use reference materials to clarify the meaning of unknown words; use words across contexts; interpret simple figures of speech.
b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).	**b.** Identify and use root words and the words that result when affixes are added or removed.	
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	**c.** Not applicable.	**Big Ideas:** As words are learned and used, they are related to topics, contexts, and one another.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	**d.** Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.	**Essential Questions:** What word do I know that makes sense here? What does that word mean? What else could that word mean? What reference materials can I use to clarify meaning of unfamiliar words? How does the meaning of the word change when I add or remove an affix to a root word? Does that phrase mean exactly what it says (e.g., raining cats and dogs)? If it doesn't, what is the author's intended meaning? How can I figure out what that word or phrase means here?
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	**EE.L.11-12.5** Demonstrate understanding of word relationships and use.	
a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	**a.** Interpret simple figures of speech encountered while reading or listening.	
b. Analyze nuances in the meaning of words with similar denotations.	**b.** Not applicable.	
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	**EE.L.11-12.6** Use general academic and domain-specific words and phrases across contexts.	