Essential Elements
English Language Arts

For Students with
Significant Cognitive Disabilities

October 8, 2013

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INTRODUCTION

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.

This document provides a high-level view of the relationship between the Iowa Core Standards and the links to performance for students with significant cognitive disabilities. It is intended to provide a beginning structure for the design of a summative alternate assessment. The document is not intended as a stand-alone guide to instruction, nor is it intended to contain all the steps in a complete learning progression or detailed curriculum. The DLM and associated professional development will provide greater detail than described in this document.

Beginning with the English Language Arts CCSS, stakeholders defined links to illuminate the precursors for the essential content and skills contained in the grade level CCSS standards and indicators. These EEs are not intended as a redefinition of the standards. Rather, they are intended to describe challenging expectations for students with significant cognitive disabilities in relation to the CCSS. The EEs clarify the bridge between grade-level achievement expectations for students with significant cognitive disabilities who participate in alternate assessments and the CCSS.

Neither are the EEs intended to prescribe the beginning or end of instruction on the content and skills they represent; rather, they indicate the grade level at which initial mastery would be the target to be assessed. Students should begin instruction in content and skills at the earliest point possible and continue instruction until mastery is attained.

SYSTEM ALIGNMENT

The EEs are intended to contribute to a fully aligned system of standards, curriculum, teaching, learning, technology, and assessment that optimize equity of opportunity for all students in each classroom, school, and local education agency to access and learn the standards. To the degree possible, the grade level ICEEs are vertically aligned and linked to the grade level Iowa Core Standards.

The linkages provided by the EEs to the Iowa Core Standards are intended to increase access to the general curriculum for all students with disabilities. Just as the EEs

are designed to define achievement in academic content areas linked to the Iowa Core, the EEs reframe the expectations for foundational skills in pre-academic and academic areas. Precursor/prerequisite and the unique enabling skills related to English language arts content is specified in the context of their roles as a foundation for students with significant cognitive disabilities to achieve skills related to academic content. The EEs are designed to allow students with significant cognitive disabilities to progress toward the achievement of state standards linked to grade level expectations. The relationship of standards and assessment to teaching and learning are depicted for use by teachers, assessment designers, and users of alternate assessment results.

NCLB GUIDANCE

The stakeholder group's work was guided by the U. S. Department of Education's *Standards and Assessments Peer Review Guidance: Information and Examples for Meeting Requirements of the No Child Left Behind Act of 2001 [NCLB]),* which requires that alternate academic achievement standards align with the alternate assessment. They must

- include knowledge and skills that link to grade level expectations,
- promote access to the general curriculum, and
- reflect professional judgment of the highest learning standards possible for the group of students with the most significant cognitive disabilities.

Although the grade-level content may be reduced in complexity or modified to reflect prerequisite skills, the link to grade-level standards must be clear. The Peer Review Guidance notes that the concept of alternate achievement standards related to grade level may be ambiguous. According to the Guidance, the descriptors

- Should be defined in a way that supports individual growth because of their linkage to different content across grades;
- Are not likely to show the same clearly defined advances in cognitive complexity as the general education standards when examined across grade levels;
- Should rely on the judgment of experienced special educators and administrators, higher education representatives, and parents of students with disabilities as they define alternate achievement standards; and
- Should provide an appropriate challenge for students with the most significant cognitive disabilities as they move through their schooling.

The Guidance requires links to grade-level standards. The EEs were developed by DLM consortium states to differentiate knowledge and skills by grade level. This differentiation is intended to clarify the link between the grade-level EEs and the grade-level CCSS and to show a forward progression across grades. The progression of content and skills across years of instruction reflect the changing priorities for instruction and learning as students move from grade to grade. The differences from grade level to grade level are often subtle and progression is sometimes more horizontal than vertical.

ACCESS TO INSTRUCTION AND ASSESSMENT

The EEs developed by the DLM consortium states are intended to create the maximum possible access to the CCSS for students with significant cognitive disabilities. The way in which information is presented for instruction and assessment and the manner in which students demonstrate achievement is in no way intended to be limited by statements of EEs. To that end, modes of communication, both for presentation or response, are not stated in either the EEs unless a specific mode is an expectation. Where no limitation has been stated, no limitation should be inferred. Students' opportunities to learn and to demonstrate learning should be maximized by providing whatever communication, assistive technologies, augmentative and alternative communication (AAC) devices, or other access tools that are necessary and routinely used by the student during instruction.

Students with significant cognitive disabilities include a broad range of students with diverse disabilities and communication needs. For some students with significant cognitive disabilities, graphic organizers similar to those used by students without disabilities provide useful access to content and are adequate to maximize opportunities to learn and demonstrate achievement. Other students require a range of assistive technologies to access content and demonstrate achievement. For some students, AAC devices and accommodations for hearing and visual impairments will be needed. As with other physical disabilities, students with visual impairments may perform some expectations using modified items, presentations, or response formats. A few items may not lend themselves to such modifications. Decisions about the appropriate modifications for visual impairments are accounted for in the design of the assessments.

The access challenge for some is compounded by the presence of multiple disabilities. All of these needs, as well as the impact of levels of alertness due to medication and other physical disabilities which may affect opportunities to respond appropriately, need to be considered.

Technology

Technology is also of particular importance to students with significant cognitive disabilities to access the Iowa Core and achieve the EEs. Although educators have

traditionally viewed technology as hardware and software, assistive technology tenets provide a broader view of the applications of low, medium, and high levels of technology use. Assistive technology tools can be vital to a student in acquiring and demonstrating learning unimpeded by the barriers that the disability presents. Most presentation and response access conditions do not constitute accommodations as they are understood for students who take the general assessment. Methods of presentation that do not violate the intended construct by aiding or directing the students' response allow the student to perceive what knowledge or skill is expected. Aids to responding that do not constitute a violation of the intended construct allow the student to demonstrate the expected knowledge and skills.

Examples of acceptable access technologies include the following:

- Communication devices that compensate for a students' physical inability to produce independent speech.

- Devices that compensate for a students' physical inability to manipulate objects or materials, point to responses, turn pages in a book, or use a pencil or keyboard to answer questions or produce writing.

- Tools that maximize a students' ability to acquire knowledge and skills and to demonstrate the products of their learning.

Model Symbol Use Throughout Instruction

Many students with significant cognitive disabilities have difficulty with or cannot use speech to communicate and/or are supported by the use of communication symbols (e.g., communication boards, speech generating devices, voice output communication devices) and supports to augment their speech and other means of communication. Students who require symbols and other AAC supports require frequent modeling in the use of those symbols to interact and respond during instruction. Students who use symbols and other communication supports need as much modeling as children who use speech to communicate. Modeling in this way is not viewed as a means of prompting, guidance, or support, just as having a teacher talk serves those purposes for a student who communicates using speech.

When modeling the use of symbols and other communication supports, teachers use the symbols and supports themselves, hand them to students without communication impairments to use, and involve the students who need to use them every day. Each of these steps can play an important role in validating the use of symbols and communication supports and demonstrating multiple levels of expertise in their use.

Use Partner-Assisted Scanning Across the Day

Making a choice from the items on a list, symbols, tactuals, or a communication board

can be difficult for some students because they lack the ability to point, cannot see or read the choices, or are positioned too far away (as in group activities). Partner-assisted scanning addresses these issues by asking the communication partner (a teacher, paraprofessional, or peer) to point to each of the options pausing long enough at each for the students with physical and communication impairments to respond "yes" if the item is their desired choice. Depending on the needs of an individual child, the partner can name each option when pointing or simply point. It is suggested that teachers use partner- assisted scanning to support these modes of responding and communicating whenever it appears that the act of directly pointing to a response is too difficult for a particular student.

Use First-Letter Cueing as a Communication Strategy Whenever Possible

Students with communication impairments who are beginning to read, write, and communicate regularly face the challenge of not having access to the words or symbols they want or need to communicate effectively. When attempting to provide them with every possible word they might need, the result is an unmanageable communication system. When guessing what will be most important, it is inevitable that some guesses will be wrong. Until students can spell well enough to communicate their own thoughts, it is important to rely on cueing strategies. First-letter cueing is one such strategy. Students can use an alphabet display to point to the first letter (or try to spell more) of the word they are trying to communicate. Teachers can use this strategy to help students respond efficiently to questions that involve known choices Teachers can also model the use of first-letter cueing in their day-to-day interactions with the class. Natural opportunities to incorporate this strategy occur when the teacher is prompting students to recall a specific word (e.g., "I am thinking of a new word we learned yesterday that started with the letter 't'".) or concept (e.g., "Who remembers the big word we learned describe when we put things together to find out how many we have in all? It begins with the first-letter cueing.

READING AND WRITING

Evidence is mounting (Institute for Community Inclusion, 2010; TASH, 2011; & University of Washington, 2010) to support the belief that students with significant cognitive disabilities can learn to read more than sight words, as once thought. It is important that these students are taught to use all the tools for decoding words. However, their journey requires more timeto achieve basic reading goals. For that reason, *shared reading* is referenced for students in kindergarten through grade five while foundational skills are being taught and beyond that grade for students achieving below the EE targets. The materials students learn to read at these levels are also at a significantly reduced level of complexity and depth in recognition of the challenges they face in acquiring reading skills. Their need to acquire reading skills remains a goal throughout their school careers.

Writing for these students is also a challenge, but an important goal to attain. Spelling words or writing complete sentences precisely is less important than developing

basic writing skills. Many of these students face challenges in developing the required motor skills. While adaptive and alternate writing tools and other technologies are helpful, challenges remain. The technologies may help students overcome challenges in developing the required motor skills, but writing remains a cognitive challenge for these students. Composing sentences will require many years for students with significant cognitive disabilities to achieve. Still, early and continuing efforts are needed to maximize the achievement of these students in this important skill.

GUIDANCE AND SUPPORT

The authors of the CCSS use the words, "prompting and support" at the earliest grade levels to indicate when students were not expected to achieve standards completely independently. Generally, "prompting" refers to "the action of saying something to persuade, encourage, or remind someone to do or say something" (McKean, 2005). However, in special education, prompting is often used to mean a system of structured cues to elicit desired behaviors that otherwise would not occur. In order to communicate clearly that teacher assistance is permitted during instruction of the EEs, and is not limited to structured prompting procedures, the decision was made by the stakeholder group to use the more general term *guidance* throughout the EEs.

Guidance and support during instruction should be interpreted as teacher encouragement, general assistance, and informative feedback to support the student in learning. Some examples of the kinds of teacher behaviors that would be considered guidance and support include

- Getting the student started (e.g., "Tell me what to do first."),
- Providing a hint in the right direction without revealing the answer (e.g., Student wants to write dog but is unsure how, the teacher might say, "See if you can write the first letter in the word, /d/og."),
- Narrowing the field of choices as a student provides an inaccurate response,
- Using structured technologies such as task specific word banks, or
- Providing the structured cues such as those found in prompting procedures (e.g., least-to-most prompts, simultaneous prompting, and graduated guidance).

Guidance and support as described above apply to instruction. Alternate assessments measure the degree to which students with significant cognitive disabilities have mastered the EEs. During any assessment, accommodation(s) allowed on the assessment must have been used and practiced during instruction; however, some accommodations that are permissible during instruction would compromise the integrity of

the assessments, thereby yielding invalid and unreliable results and cannot be used for assessment purposes.

Some guidance and support strategies may not be allowed for assessment purposes when variance in teacher assistance, cues, and prompts could compromise judgments about mastery of the EEs and comparability of administration.

BACKGROUND ON THE DEVELOPMENT OF THE IOWA CORE ESSENTIAL ELEMENTS

The initial version of the EEs was developed by a group of educators and content specialists from the 12 member states of the Dynamic Learning Maps Alternate Assessment Consortium (DLM) in the spring of 2011. Led by Edvantia, Inc., a sub-contractor of DLM, representatives from each state education agency and the educators and content specialists they selected developed the original draft of EEs (See Appendix). Experts in mathematics and English language arts, as well as individuals with expertise in instruction for students with significant cognitive disabilities reviewed the draft documents. Edvantia then compiled the information into the version released in the spring of 2012.

Concurrent with the development of the EEs, the DLM consortium was actively engaged in building learning maps in mathematics and English language arts. The DLM learning maps are highly connected representations of how academic skills are acquired, as reflected in research literature. In the case of the DLM project, the CCSS helped to specify academic targets, while the surrounding map content clarified how students could reach the specified standard. Learning maps of this size had not been previously developed, and as a result, alignment between the EEs and the learning maps was not possible until the fall of 2012, when an initial draft of the learning maps was available for review.

ALIGNMENT OF THE IOWA CORE ESSENTIAL ELEMENTS TO THE DLM LEARNING MAPS

Teams of content experts worked together to revise the initial version of the EEs and the learning maps to ensure appropriate alignment of these two critical elements of the project. Alignment involved horizontal alignment of the EEs with the CCSS and vertical alignment of the EEs with meaningful progressions in the learning maps. The alignment process began when researchers Caroline Mark and Kelli Thomas compared the learning maps with the initial version of the EEs to determine how the map and the EEs should be adjusted to improve their alignment. The teams of content experts most closely involved with this alignment work included:

Mathematics	**English Language Arts**
Kelli Thomas, Ph.D. (co-lead)	Caroline Mark, Ph.D. (lead)
Angela Broaddus, Ph.D. (co-lead)	Jonathan Schuster, Ph.D.
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Kristin Joannou	Suzanne Peterson
Bryan Candea Kromm	

These teams worked in consultation with Sue Bechard, Ph.D. and Karen Erickson, Ph.D., who offered guidance based on their experience in alternate assessments of students with significant cognitive disabilities.

The Alignment Process

The process of aligning the learning map and the EEs began by identifying nodes in the maps that represented the essential elements in mathematics and English language arts. This process revealed areas in the maps where additional nodes were needed to account for incremental growth reflected from an essential element in one grade to the next. Also identified were areas in which an essential element was out of place developmentally, according to research, with other essential elements. For example, adjustments were made when an essential element related to a higher-grade map node appeared earlier on the map than an essential element related to a map node from a lower grade (e.g., a fifth-grade skill preceded a third-grade skill). Finally, the alignment process revealed EES that were actually written as instructional tasks rather than learning outcomes.

This initial review step provided the roadmap for subsequent revision of both the learning maps and the EEs. The next step in the DLM project was to develop the claims document, which served as the basis for the evidence-centered design of the DLM project and helped to further refine both the modeling of academic learning in the maps and the final revisions to the EEs.

Claims and Conceptual Areas

The DLM system uses a variant of evidence-centered design (ECD) as the framework for developing the DLM Alternate Assessment System. While ECD is multifaceted, it starts with a set of claims regarding important knowledge in the domains of interest (mathematics and English language arts), as well as an understanding of how that knowledge is acquired. Two sets of claims have been developed for DLM that identify the major domains of interest within mathematics and English language arts for students with significant cognitive disabilities. These claims are broad statements about expected student learning that serve to focus the scope of the assessment. Because the learning map identifies particular paths to the acquisition of academic skills, the claims also help to organize the structures in the learning map for this population of students. Specifically, conceptual areas within the map further define the knowledge and skills required to meet the broad claims identified by DLM.

The claims are also significant because they provide another means through which to evaluate alignment between the EEs and the learning map nodes, and serve as the foundation for evaluating the validity of inferences made from test scores. EEs related to a particular claim and conceptual area must clearly link to one another, and the learning map must reflect how that knowledge is acquired. Developing the claims and conceptual areas for DLM provided a critical framework for organizing nodes on the learning maps and, accordingly, the EEs that align with each node.

The table below reveals the relationships among the claims, conceptual areas, and EEs in English language arts. EEs are represented with codes that reflect the strands in English language arts with the strand listed first, followed by the standard. For example, EE.RL.1 is the EEs that align with Reading Literature standard 1. The grade is not identified for the English language arts standards in the table below, as strands remain consistent from kindergarten through high school. Keys to the codes can be found under the table.

Clearly articulated claims and conceptual areas for DLM served as an important evidence-centered framework within which this version of the EEs was developed. With the claims and conceptual areas in place, the relationship between EEs within a claim and conceptual area or across grade levels is easier to track and strengthen. The learning maps, as well as the claims and conceptual areas, had not yet been developed when the original versions of the EEs were created. As such, the relationship of EEs within and across grade levels was more difficult to evaluate at that time.

Table 1. Dynamic Learning Maps Claims and Conceptual Areas for Students with Significant Cognitive Disabilities in English Language Arts

Claim 1	**Students can comprehend text in increasingly complex ways.** Conceptual Areas in the Dynamic Learning Map: **C1.1 Determining Critical Elements of Text** *Essential Elements Included: RL*1, RL*3, RL*5, RI*1, RI*2, RI*5* **C1.2 Constructing Understandings of Text** *Essential Elements Included: RL*2, RL*4, RI*4, RI*8, L*5* **C1.3 Integrating Ideas and Information from Text** *Essential Elements Included: RL*6, RL*7, RL*9, RI*3, RI*6, RI*7, RI*9, W*9a, W*9b*
Claim 2	**Students can produce writing for a range of purposes and audiences.** Conceptual Areas in the Dynamic Learning Map: **C2.1 Using Writing to Communicate** *Essential Elements Included: W*2a, W*2b, W*2c, W*2d, W*2f, W*3a, W*3e, W*4, W*5, L*1a (grades K-2) L*2a, L*2b* **C2.2 Integrating Ideas and Information in Writing** *Essential Elements Included: W*1a, W*1b, W*3b, W*3c, W*3d, W*8 (grades K-4)*
Claim 3	**Students can communicate for a range of purposes and audiences.** Conceptual Areas in the Dynamic Learning Map: **C3.1 Using Language to Communicate with Others** *Essential Elements Included: SL*6, L*1a (grades 3-6), L*1b, L*1c, L*1d, L*1e, L*1f, L*1g, L*1i, L*1j, L*3, L*4a, L*4b, L*6* **C3.2 Clarifying and Contributing in Discussion** *Essential Elements Included: SL*1a, SL*1b, SL*1c, SL*1d, SL*2, SL*3, SL*4*
Claim 4	**Students can engage in research/inquiry to investigate topics and present information.** Conceptual Areas in the Dynamic Learning Map: ***C4.1* Using Sources and Information** *Essential Elements Included: W*7, W*8 (grades 5-12)* ***C4.2* Collaborating and Presenting Ideas** *Essential Elements Included: W*6, SL*5*

L = language; RL = reading literature; RI = reading information text; SL = speaking and listening; W = writing

Resulting Changes to the Essential Elements

The development of the entire DLM Alternate Assessment System guided a final round of revisions to the EEs, which can be organized into four broad categories: alignment across grade levels, language specificity, common core alignment, and defining learning expectations (rather than instructional tasks). The first type of revision was required to align the EEs them, were critical in determining the appropriate progression of skills and understandings from grade to grade. This alignment across grade levels was important within and across standards, strands, and domains. For example, in determining when it was appropriate to introduce concepts in mathematics regarding the relative position of objects, we had to consider the grade level at which prepositions that describe relative position were introduced in English language arts. Examining the research-based skill development outlined in the learning map aided in these kinds of determinations.

The articulation of the claims and conceptual areas reinforced the need for specific language in the EEs to describe learning within an area. Because teams assigned to grade bands developed the first round of EEs, the language choices from one grade to the next were not consistent. Even when closely related skills, concepts, or understandings were targeted, the same terms were not always selected to describe the intended learning outcome. The teams of content experts who worked on this revised version of the EEs were very intentional in selecting a common set of terms to reflect the claims and conceptual areas and applied them consistently across the entire set of EEs.

Another important change in this version of the EEs involved alignment to the Common Core State Standards (CCSS). Given that the EEs are intended to clarify the bridge to the CCSS expectations for students with the most significant cognitive disabilities, it is critical that alignment be as close as possible without compromising learning and development over time. While there was never a one-to-one correspondence between the CCSS and the EEs, the revisions have made the alignment between the two more precise than it was in the first version.

Finally, revisions to the EEs involved shifting the focus of a small number of ICEEs that were written in the form of instructional tasks rather than learning expectations, and adding "With guidance and support" to the beginning of a few of the EEs in the primary grades in English language arts to reflect the expectations articulated in the CCSS. Members of the DLM consortium reviewed each of the changes to the original version of the EEs. (See Appendix)

CONCLUSION

Developing the research-based model of knowledge and skill development represented in the DLM Learning Maps supported the articulation of assessment claims for mathematics and English language arts. This articulation subsequently allowed for a careful revision of the EEs to reflect both horizontal alignment with the CCSS and vertical alignment across the grades, with the goal of moving students toward more sophisticated understandings in both domains. Though the contributions made by Edvantia and our state partners in developing the initial set of EEs were a critical first step, additional revisions to the EEs were required to ensure consistency across all elements of the Dynamic Learning Maps Alternate Assessment System.

The Iowa Core Essential Elements are living documents and may incorporate period improvements as we learn more about students with significant cognitive disabilities. As such, the Department encourages you to access them online.

Disclaimer: This document is up-to-date as of 10/8/2013. The language provided may not be modified in any way.

APPENDIX

Development of the Original Iowa Core/Common Core Essential Elements

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Missouri
New Jersey
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Oklahoma
Utah
Virginia
Washington
West Virginia
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Development of the Iowa Core/Common Core Essential Elements has been a collaborative effort among practitioners, researchers, and our state representatives. Listed below are the reviews and the individuals involved with each round of improvements to the Iowa Core/Common Core Essential Elements. Thank you to all of our contributors.

Review of Draft Two of Dynamic Learning Maps Essential Elements

A special thanks to all of the experts nominated by their state to review draft two of the Iowa Core/Common Core Essential Elements. We are grateful for your time and efforts to improve these standards for students with significant cognitive disabilities. Your comments have been incorporated into this draft. The states with teams who reviewed draft two include:

Illinois	Oklahoma
Iowa	Utah
Kansas	Virginia
Michigan	West Virginia
Missouri	Wisconsin

BIBLIOGRAPHY OF DEVELOPMENT PROCESS

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GLOSSARY OF ENGLISH LANGUAGE ARTS TERMS

Adapted text (simplified). Substitutes linguistically frequently occurring vocabulary for infrequently occurring nontechnical vocabulary, shortens sentence length, lowers reading level, and restructures sentences to reduce their complexity. See http://www.coursecrafters.com/ELL-Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm

Adapted text (elaborated). Clarifies, elaborates, and explains implicit information and makes connections explicit with words sometimes added to increase comprehension. See http://www.coursecrafters.com/ELL- Outlook/2006/mar_apr/ELLOutlookITIArticle1.htm

Assistive technology. Any item, piece of equipment, or product system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. See http://standards.gov/assistivetechnology.cfm

Context clues. Bits of information from the text that, when combined with the reader's own knowledge, help the reader determine the meaning of the text, or unknown words in the text.

Decoding. Understanding that a printed word represents the spoken word, and that this printed word is made of a sequence of phonemes.

Digital literacy. Ability to use digital technology, communication tools, or networks to locate, evaluate, use and create information; ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; person's ability to perform tasks effectively in a digital environment. Literacy includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. See http://www.library.illinois.edu/diglit/definition.html

Digital tools. Tools that involve or relate to the use of a computer/technology.

Distracters. An incorrect choice among multiple-choice answers on a question or test. See http://dictionary.reference.com/browse/distractor

Encode. To represent complicated information in a simple or short way.

Episode. A brief unit of action in a literary work; a situation that is part of a narrative.

Figurative language. Uses "figures of speech" as a way of saying something other than the literal meaning of the words (e.g., All the world's a stage.); hyperbole, metaphor, onomatopoeia.

Figurative meaning. Exaggerated or altered meaning of words used as a figure of speech (e.g., She swims like a dolphin (simile); figurative meaning is that she swims very well).

Formal language. Adheres to stricter grammar rules, does not follow informal, spontaneous language (language between friends).

Graphic organizer. A diagram or pictorial device used to record and show relationships among ideas or information. An example could be a Venn diagram or a T-chart.

Guided writing activities/lessons. Temporary, small group lessons teaching strategies that students most need to practice with guidance from a teacher. See http://www.readwritethink.org/professional-development/strategy-guides/guided-writing-30685.html

High-frequency words. Words that appear frequently in writing, reading, and language.

Hyperbole. Way of speaking or writing (emphatic exaggeration) that makes someone or something sound bigger, better, more, etc. than they are (e.g., You've grown like a bean sprout!).

Idiom. Words in a fixed order that have a particular meaning that is different from the meaning of each word separately (e.g., "Bitten off more than you can chew."; "It's raining cats and dogs."; and "A little under the weather."

Independent writing. Children write their own pieces, such as stories and informational narratives, retellings, labeling, speech balloons, lists, etc. See http://www.oe.k12.mi.us/balanced_literacy/independent_writing.htm

Inference. Assuming that something is true or forming an opinion based on information.

Informational (natural) language. Refers to spontaneous language (language between friends) that has less strict grammar rules and/or shorter sentences.

Informational text. Text that intends to provide information on a particular topic (e.g., an essay written about the Battle of Gettysburg).

Informational essay/text/writing. Writing that intends to provide information on a particular topic (e.g., Students write informational pieces about the effects of global warming, the impact of women in politics, and the salaries and endorsements in professional sports.).

Intonation. The sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said.

Literary elements. Characterizations, setting(s), plot(s) (including exposition, rising action, climax, and falling action), and theme(s) developed by an author over the course of a story.

Metaphor. An expression (figure of speech) which describes a person or object in a literary way by referring to something that is considered to have similar characteristics to the person or object being described, such as "The mind is an ocean," and "The city is a jungle."

Multimedia book. Combines media of communication (e.g., text, graphics, and sound).

Multimodal. Having or involving several or a combination of learning styles, modes, or modalities (e.g., auditory, kinesthetic, visual, or a combination).

Onomatopoeia. The creation and use of words which include sounds that are similar to the noises (imitates) that the words refer to (e.g., hiss, buzz, bang, or the word "zip" imitates the sound of zipping up one's coat).

Open-ended questions. A question beginning with such words as *what*, *why*, *how*, *describe that* are designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. See http://www.mediacollege.com/journalism/interviews/open-ended-questions.html and http://changingminds.org/techniques/questioning/open_closed_questions.htm

Phonemes. Abstract units of the phonetic system of a language that corresponds to a set of similar speech sounds (as the velar \k\ of cool and the palatal \k\ of keel) which are perceived to be a single distinctive sound in the language. See http://www.merriam- webster.com/dictionary/phoneme

Phonetic spelling. The representation of vocal sounds which express pronunciations of words and a system of spelling in which each letter represents invariably the same spoken sound. See http://dictionary.reference.com/help/faq/language/s08.html

Picture exchange cards (PECS). Originally created by Pyramid Products as a tool for communicating with non-verbal people on the spectrum. Since its invention, though, "PECS" has become shorthand for any kind of image-based communication.

Prompt levels/prompt hierarchy. To make something happen.

- ***Verbal prompts*** - Statements that help learners acquire target skills (e.g., "You might need to try it a different way," "Write your name.").

- ***Gestural prompts*** - Movements that cue learners to use a particular behavior or skill (e.g., pointing to the top of the paper where the learner needs to write his name).

- ***Model prompts*** - Models the target skill or behavior. Full model prompts can be verbal if the skill being taught is verbal, or they can be motor responses if the skill being taught involves moving a body part.

- ***Physical prompts*** - Touches to help a student use the target behavior or skill (e.g., tapping a learner's hand to cue writing, putting hand over learner's to help writing).

- ***Visual prompts*** - Pictures of events that provide learners with information about how to use the target skill or behavior (e.g., task analysis checklist, transition picture card). See http://autismpdc.fpg.unc.edu/content/prompting

Roots (morphemes). The most basic form of a word that is still able to convey a particular thought or meaning.

Segmental phonemes. One of the phonemes (as \ k, a, t \ in cat, tack, act) of a language that can be assigned to a relative sequential order of minimal segments. See http://www.merriam-webster.com/dictionary/segmental%20phoneme

Sensory language/sensory words. Words that refer to the senses of sight, touch, hearing, smell, and taste that can help add realism to writing.

Shared reading. An interactive reading experience where children interact with the reading of a big book or other enlarged text as guided by a teacher or other experienced reader, generally accomplished using an enlarged text that all children can see. See http://www.oe.k12.mi.us/balanced_literacy/shared_reading.htm

Shared writing activity/modeled writing. An approach to writing where the teacher and children work together to compose messages and stories where children provide the ideas and the teacher supports the process as a scribe. The message is usually related to some individual or group experience. The teacher provides full support, modeling and demonstrating the process of putting children's ideas into written language. See http://www.oe.k12.mi.us/balanced_literacy/modeled_writing.htm

Short essay. Literary composition on a single subject, usually presenting the personal view of the author. See http://www.thefreedictionary.com/essay

Simile. The use of an expression (figure of speech) comparing one thing with another, always including the words “as” or “like” (e.g., She swims like a dolphin.).

Social story. Describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses and shares accurate social information that is easily understood by its audience. See http://www.thegraycenter.org/social-stories/what-are- social-stories

Speech/voice-to-text technology. A type of speech recognition program that converts spoken to written language. See http://searchunifiedcommunications.techtarget.com/definition/voice-to-text

Spatial and temporal relationships/meaning words. Signal event order (e.g., *behind*, *under*, *after*, *soon*, *next*, and *later*).

Story elements. Plot, setting, genre, point of view, characters, and order of events.

Textual evidence. Evidence from one or more texts used to support an argument/position, and is derived from reading and drawing from other text(s). It is provided in the form of quotation, paraphrase, descriptions of theory, and also description. See http://wiki.answers.com/Q/What_is_a_textual_evidence

Theme or central idea. Main thought or topic in a work of literature

Vivid verbs. Words that express an action with an implied emphasis (e.g., “He sprinted down the street,” or “He dashed down the street,” rather than “He ran down the street.”).

Word family. Groups of words that have a common feature or pattern (also known as phonograms, rhymes, or chunks). *At*, *cat*, *hat*, and *fat* are a family of words with the "at" sound and letter combination in common. Common word families include: *ack, ain, ake, ale, all, ame, an, ank, ap, ash, at, ate, aw, ay, eat, ell, est, ice, ick, ide, ight, ill, in, ine, ing, ink, ip, it, ock, oke, op, ore, ot, uck ,ug, ump, unk*. See http://www.enchantedlearning.com/rhymes/wordfamilies/

Essential Elements for English Language Arts (K-12)

Kindergarten English Language Arts Standards: Reading (Literature)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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
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.
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.
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.

Kindergarten English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
Integration of Knowledge and Ideas	
Iowa Core Grade-Level Standards	**Iowa Core Essential Element**
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.
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.
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.
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.

Kindergarten English Language Arts Standards: Reading (Foundational Skills)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Print Concepts	
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	**EE.RF.K.1** Demonstrate emerging understanding of the organization of print. a. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end. b. Not applicable. c. Not applicable. d. Not applicable.
Phonological Awareness	
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**EE.RF.K.2** Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize rhyming words. b. With guidance and support, recognize the number of words in a spoken message. c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. d. Not applicable e. Not applicable

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Phonics and Word Recognition	
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does).* d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**EE.RF.K.3** Demonstrate emerging awareness of print. a. With guidance and support, recognize first letter of own name in print. b. Not applicable. c. With guidance and support, recognize environmental print. d. Not applicable.
Fluency	
RF.K.4 Read emergent-reader texts with purpose and understanding.	**EE.RF.K.4** Engage in purposeful shared reading of familiar text.

Kindergarten English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
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.
Production and Distribution of Writing	
W.K.4 (Begins in grade 3)	**EE.W.K.4** (Begins in grade 3)
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.
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.
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)
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

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	**EE.SL.K.1** Participate in conversations with others. a. Communicate directly with supportive adults or peers. 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.
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.
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.
IA.3. Recite familiar stories, poems, nursery rhymes, and lines of a play	This standard is applicable for all students, including students with significant cognitive disabilities.

Kindergarten English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes).* d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how).* e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with).* f. Produce and expand complete sentences in shared language activities.	**EE.L.K.1** Demonstrate emerging understanding of letter and word use. a. With guidance and support, distinguish between letters and other symbols or shapes. b. With guidance and support, use frequently occurring nouns in communication. c. With guidance and support, use frequently occurring plural nouns. d. With guidance and support, identify answers to simple questions (e.g., who, what) from an array of choices. e. With guidance and support, demonstrate understanding of common prepositions: *on, off, in, out.* 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. 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.	Not applicable.
Knowledge of Language	
L.K.3 (Begins in grade 2)	**EE.L.K.3** (Begins in grade 2)

The Iowa Core Essential Elements are intended only for students with significant cognitive disabilities and who participate in alternate assessments.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.* a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck).* 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.	**EE.L.K.4** Demonstrate emerging knowledge of word meanings. a. With guidance and support, demonstrate understanding of words used in every day routines. b. Not applicable.
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful).* d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance)* by acting out the meanings.	**EE.L.K.5** Demonstrate emerging understanding of word relationships. a. With guidance and support, sort common objects into familiar categories. b. With guidance and support, demonstrate understanding of frequently occurring opposites. c. With guidance and support, use words to communicate in real-life situations. 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
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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
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.
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.
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.

First Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
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.
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.
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.
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.

First Grade English Language Arts Standards: Reading (Foundational Skills)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Print Concepts	
RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	**EE.RF.1.1** Demonstrate emerging understanding of the organization of print. 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). b. Not applicable. c. Not applicable.
Phonological Awareness	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	**EE.RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize rhyming words. b. With guidance and support, match orally presented segmented phonemes (e.g., C-A-T) to pictures or words illustrating the corresponding word. c. Identify a single syllable spoken word with the same onset (beginning sound) as a familiar word. d. With guidance and support, substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Phonics and Word Recognition	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	**EE.RF.1.3** Demonstrate emerging letter and word identification skills. a. Identify upper case letters of the alphabet. b. With guidance and support, recognize familiar words that are used in every day routines. c. Not applicable. d. Not applicable. e. Not applicable. f. Not applicable.
Fluency	
RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.1.4** Begin to attend to words in print. a. Engage in sustained, independent study of books. b. Participate in shared reading of a variety of reading materials reflecting a variety of text genre. c. Not applicable.

First Grade English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Type 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.
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.
Production and Distribution of Writing	
W.1.4 (Begins in grade 3)	**EE.W.1.4** (Begins in grade 3)
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
Research to Build and Present Knowledge	
W.1.9 (Begins in grade 4)	**EE.W.1.9** (Begins in grade 4)
Range of Writing	
W.1.10 (Begins in grade 3)	**EE.W.1.10** (Begins in grade 3)

First Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	**EE.SL.1.1** Participate in conversations with adults. a. Engage in multiple-turn exchanges with supportive adults. b. Build on comments or topics initiated by an adult. 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
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.
Presentation of Knowledge and Ideas	
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.
IA.3. Recite familiar stories, poems, nursery rhymes, and lines of a play.	This standard is applicable for all students, including students with significant cognitive disabilities.

First Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop).* d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything).* 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).* f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because).* h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward).* j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**EE.L.1.1** Demonstrate emerging understanding of letter and word use. a. Write letters from own name. b. Use frequently occurring nouns in communication. c. Use frequently occurring plural nouns in communication. d. With guidance and support, use familiar personal pronouns (e.g., *I, me,* and *you).* e. Use familiar present tense verbs. f. With guidance and support, use familiar frequently occurring adjectives (e.g., *big, hot).* g. Not applicable. h. Not applicable. i. With guidance and support, use common prepositions (e.g., *on, off, in, out)*. j. With guidance and support, use simple question words (interrogatives) (e.g., *who, what).*

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**EE.L.1.2** Demonstrate emerging understanding of conventions of standard English. a. Not applicable. b. With guidance and support during shared writing, put a period at the end of a sentence. c. Not applicable. d. With guidance and support, use letters to create words. e. With guidance and support during shared writing, identify the letters that represent sounds needed to spell words.
Knowledge of Language	
L.1.3 (Begins in grade 2)	**EE.L.1.3** (Begins in grade 2)
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look)* and their inflectional forms (e.g., *looks, looked, looking).*	**EE.L.1.4** Demonstrate emerging knowledge of word meanings. a. Demonstrate understanding of words used in every day routines. b. Not applicable. c. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent. 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). c. Identify real-life connections between words and their use (e.g., *note places at home that are cozy).* 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.	**EE.L.1.5** Demonstrate emerging understanding of word relationships. a. With guidance and support, sort common objects into familiar categories. b. With guidance and support, identify attributes of familiar words. c. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use. 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.

Second Grade English Language Arts Standards: Reading (Literature)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
RL.2.8 (Not applicable to literature)	**EE.RL.2.8** (Not applicable to literature)
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.
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.

Second Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Key Ideas and Details	
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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.
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.
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.

Second Grade English Language Arts Standards: Reading (Foundational Skills)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Phonics and Word Recognition	
F.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	**EE.RF.2.3** Demonstrate emerging use of letter-sound knowledge to read words. a. Identify the lower case letters of the alphabet. b. Identify letter sound correspondence for single consonants. c. Not applicable. d. Not applicable. e. Not applicable. f. Recognize 10 or more written words.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Fluency	
RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.2.4** Attend to words in print. a. Read familiar text comprised of known words. b. Not applicable. c. Not applicable.

Second Grade English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Production and Distribution of Writing	
W.2.4 (Begins in grade 3)	**EE.W.2.4** (Begins in grade 3)
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.
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.
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.
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.
W.2.9 (Begins in grade 4)	**EE.W.2.9** (Begins in grade 4)
Range of Writing	
W.2.10 (Begins in grade 3)	**EE.W.2.10** (Begins in grade 3)

Second Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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). 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.	**EE.SL.2.1** Participate in conversations with adults and peers. 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. 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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Presentation of Knowledge and Ideas.	
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.
IA.3.Recite familiar stories, poems, nursery rhymes, and lines of a play	This standard is applicable for all students, including students with significant cognitive disabilities.

Second Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group).* b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish).* c. Use reflexive pronouns (e.g., *myself, ourselves).* d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told).* e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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).*	**EE.L.2.1** Demonstrate understanding of letter and word use. a. Produce all upper case letters. b. Use common nouns (e.g., *mom, dad, boy, girl*) in communication. c. Use frequently occurring pronouns to refer to self and others (e.g., *we, they, him, her, them).* d. Use frequently occurring verbs. e. Use frequently occurring adjectives. f. Combine two or more words together in communication.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**EE.L.2.2** Demonstrate emerging understanding of conventions of standard English. a. With guidance and support, capitalize the first letter of familiar names. b. Not applicable. c. Not applicable. d. Identify printed rhyming words with the same spelling pattern. e. Consult print in the environment to support reading and spelling.
Knowledge of Language	
L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	**EE.L.2.3** Use language to achieve desired outcomes when communicating. a. Use symbolic language when communicating.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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).* c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional).* d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).* e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**EE.L.2.4** Demonstrate knowledge of word meanings. a. Demonstrate knowledge of new vocabulary drawn from reading and content areas. b. Not applicable. c. Not applicable. d. Identify the words comprising compound words. e. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy).* b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl)* and closely related adjectives (e.g., *thin, slender, skinny, scrawny).*	**EE.L.2.5** Demonstrate understanding of word relationships and use. a. Identify real-life connections between words and their use (e.g., *happy: "I* am *happy.").* 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
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.
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 events.	**EE.RL.3.3** Identify the feelings of characters in a story.
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Craft and Structure	
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.
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.
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.
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.

Third Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Key Ideas and Details	
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.”
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Integration of Knowledge and Ideas	
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.
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.
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.

Third Grade English Language Arts Standards: Reading (Foundational Skills)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Phonics and Word Recognition	
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	**EE.RF.3.3** Use letter-sound knowledge to read words. a. In context, demonstrate basic knowledge of letter-sound correspondences. b. With models and supports, decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rimes). c. Not applicable. d. Recognize 40 or more written words.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Fluency	
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.3.4** Read words in text. a. Read familiar text comprised of known words. b. Not applicable. c. Use context to determine missing words in familiar texts.

Third Grade English Language Arts Standards: Writing[1]

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
a. **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example)* to connect opinion and reasons. d. Provide a concluding statement or section.	**EE.W.3.1** Write opinions about topics or text. a. Select a text and write an opinion about it. b. Write one reason to support an opinion about a text. c. Not applicable. d. Not applicable.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but)* to connect ideas within categories of information. d. Provide a concluding statement or section.	**EE.W.3.2** Write to share information supported by details. a. Select a topic and write about it including one fact or detail. b. Not applicable. c. Not applicable. d. Not applicable.

[1] Throughout, writing can include standard writing instruments, computers, or alternate writing tools.

The Iowa Core Essential Elements are intended only for students with significant cognitive disabilities and who participate in alternate assessments.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	**EE.W.3.3** Write about events or personal experiences. a. Select an event or personal experience and write about it including the names of people involved. b. Not applicable. c. Not applicable. d. Not applicable.
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.
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
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.
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)
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.

Third Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	**EE.SL.3.1** Engage in collaborative discussions. a. Engage in collaborative interactions about texts. b. Listen to others' ideas before responding. c. Indicate confusion or lack of understanding about information presented. 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
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.
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.
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.
IA.4.Perform dramatic readings and presentations.	This standard is applicable for all students, including students with significant cognitive disabilities.

Third Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood).* d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk)* verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	**EE.L.3.1** Demonstrate standard English grammar and usage when communicating. a. Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. b. Use regular plural nouns in communication. c. Not applicable. d. Use present and past tense verbs. e. Not applicable. f. Not applicable. g. Use common adjectives. h. Not applicable (see EE.L.3.1.a) i. Ask simple questions.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness).* f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	**EE.L.3.2** Demonstrate understanding of conventions of standard English. a. Capitalize the first letter of familiar names. b. During shared writing, indicate the need to add a period at the end of a sentence. c. Not applicable. d. Not applicable. e. Use resources as needed to spell common high-frequency words accurately. f. Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. g. Consult print in the environment to support reading and spelling.
Knowledge of Language	
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	**EE.L.3.3** Use language to achieve desired outcomes when communicating. a. Use language to make simple requests, comment, or share information. b. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. a. Use sentence-level context as a clue to the meaning of a word or phrase. 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).* c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion).* d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	**EE.L.3.4** Demonstrate knowledge of word meanings. a. With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud. b. With guidance and support, identify the temporal meaning of words when common affixes (*-ing, -ed*) are added to common verbs. c. Not applicable. d. Not applicable.
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps).* b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful).* c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered).*	**EE.L.3.5** Demonstrate understanding of word relationships and use. a. Determine the literal meaning of words and phrases in context. b. Identify real-life connections between words and their use (e.g., *happy: "I* am *happy.").* c. Identify words that describe personal emotional states.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
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*).

Fourth Grade English Language Arts Standards: Reading (Literature)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Craft and Structure	
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.
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.
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.
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.

Fourth Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.

Fourth Grade English Language Arts Standards: Reading (Foundational Skills)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Phonics and Word Recognition	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	**EE.RF.4.3** Use letter-sound knowledge to read words. 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).
Fluency	
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.4.4** Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. Not applicable. c. Use letter knowledge and context to support word recognition when reading.

Fourth Grade English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition).* d. Provide a concluding statement or section related to the opinion presented.	**EE.W.4.1** Write opinions about topics or text. a. Select a topic or text and write an opinion about it. b. List reasons to support the opinion. c. Not applicable. d. Not applicable.
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because).* d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**EE.W.4.2** Write to share information supported by details. a. Select a topic and write about it including related visual, tactual, or multimedia information as appropriate. b. List words, facts, or details related to the topic. c. Not applicable. d. Not applicable. e. Not applicable

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**EE.W.4.3** Write about events or personal experiences. a. Write about a personal experience including two events in sequence. b. List words that describe an event or personal experience to use when writing about it. c. Not applicable. d. Not applicable. e. Not applicable.
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”). 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”).	**EE.W.4.9** Recall information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 4 Reading Standards* to literature (e.g., “Use details from text to describe a character in a story.”). b. Apply Essential Elements of Grade 4 Reading Standards to informational texts (e.g., "Use reasons and evidence supporting point in an informational text.").
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.

Fourth Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	**EE.SL.4.1** Engage in collaborative discussions. a. Contribute ideas from prior knowledge of a text during discussions about the same text. b. With guidance and support, carry out assigned role in a discussion. c. Answer specific questions related to information in a 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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
IA.3.Recite familiar stories, poems, nursery rhymes, and lines of a play.	This standard is applicable for all students, including students with significant cognitive disabilities.

Fourth Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, *whose, whom, which, that)* and relative adverbs (*where*, *when, why).* b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking)* verb tenses. c. Use modal auxiliaries (e.g., *can, may, must)* to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag).* e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their).**	**EE.L.4.1** Demonstrate standard English grammar and usage when communicating. a. Use possessive pronouns. b. Combine common nouns with verbs, nouns, or pronouns in communication. c. Not applicable. d. Use comparative and superlative adjectives to describe people or objects. e. Use common prepositions (e.g., *to, from, in, out, on, off, by, with).* f. Combine three or more words in communication. g. Not applicable.
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	**EE.L.4.2** Demonstrate understanding of conventions of standard English. a. Capitalize the first word in a sentence. b. Not applicable. c. Not applicable. d. Spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.

The Iowa Core Essential Elements are intended only for students with significant cognitive disabilities and who participate in alternate assessments.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Knowledge of Language	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* 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).	**EE.L.4.3** Use language to achieve desired outcomes when communicating. a. Use language to express emotion. b. Not applicable. c. Communicate effectively with peers and adults.
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. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph).* 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.	**EE.L.4.4** Demonstrate knowledge of word meanings. a. Use context as a clue to guide selection of a word that completes a sentence read aloud by an adult. 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. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture)* in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**EE.L.4.5** Demonstrate understanding of word relationships and use. a. Not applicable. b. Use common idioms (e.g., *no way, not a chance, you bet).* 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
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.
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.

Fifth Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Key Ideas and Details	
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
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.
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.
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.
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.
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.
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.

Fifth Grade English Language Arts Standards: Reading (Foundational Skills)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Phonics and Word Recognition	
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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.	**EE.RF.5.3** Use letter-sound knowledge to read words. a. Read common sight words and decode single syllable words.
Fluency	
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**EE.RF.5.4** Read words in text. a. Read text comprised of familiar words with accuracy and understanding. b. Not applicable. c. Use context to confirm or self-correct word recognition when reading.

Fifth Grade English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Type Purpose	
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically).* d. Provide a concluding statement or section related to the opinion presented.	**EE.W.5.1** Write opinions about topics or text. a. Introduce a topic or text and state an opinion about it. b. Provide reasons to support the opinion. c. Not applicable. d. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Type Purpose	
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially).* d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	**EE.W.5.2** Write to share information supported by details. **a.** Introduce a topic and write to convey information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. Not applicable. d. Not applicable. e. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	**EE.W.5.3** Write about events or personal experiences. **a.** Write about an experience or event including three or more events in sequence. b. Not applicable. c. Not applicable d. Not applicable. e. Not applicable.
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.
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
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.
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. 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]"). 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]").	**EE.W.5.9** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 5 Reading Standards* to literature (e.g., "Compare and contrast two characters in the story."). **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.").
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.

Fifth Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	**EE.SL.5.1** Engage in collaborative discussions. a. Come to discussion prepared to share information. b. Carry out assigned role in a discussion. c. Ask questions related to information in a discussion. d. Make comments that contribute to the discussion and link to the remarks of others.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Presentation of Knowledge and Ideas	
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.
IA.4. Perform dramatic readings and presentations.	This standard is applicable for all students, including students with significant cognitive disabilities.

Fifth Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked)* verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor).*	**EE.L.5.1** Demonstrate standard English grammar and usage when communicating. a. Not applicable b. Form and use the past tense of frequently occurring irregular verbs (e.g., *went, sat, ate, told*). c. Not applicable d. Not applicable e. Use frequently occurring conjunctions: *and, but, or, for, because.*

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. 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?).* d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	**EE.L.5.2** Demonstrate understanding of conventions of standard English. a. Not applicable. b. Not applicable. c. Not applicable. d. Not applicable. e. Spell untaught word phonetically, drawing on letter-sound relationships and common spelling patterns.
Knowledge of Language	
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	**EE.L.5.3** Use language to achieve desired meaning when communicating. a. Communicate using complete sentences when asked. b. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis).* 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.	**EE.L.5.4** Demonstrate knowledge of word meanings. a. Use sentence level context to determine which word is missing from a content area text. 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. Not applicable.
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**EE.L.5.5** Demonstrate understanding of word relationship and use. a. Use simple, common idioms (e.g., *You bet!, It's a deal., We're cool.).* b. Not applicable 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
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
IA.2.Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
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.
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.

Sixth Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
IA.2.Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.
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.
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.

The Iowa Core Essential Elements are intended only for students with significant cognitive disabilities and who participate in alternate assessments.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
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.

Sixth Grade English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	**EE.W.6.1** Write claims about topics or text. a. Write a claim about a topic or text. b. Write one or more reasons to support a claim about a topic or text. c. Not applicable. d. Not applicable. e. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
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. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	**EE.W.6.2** Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. Not applicable. d. Not applicable. e. Not applicable. f. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	**EE.W.6.3** Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience and including two or more events. b. Not applicable. c. Use words that establish the time frame. d. Use words that convey specific details about the experience or event. e. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Research to Build and Present Knowledge	
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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 *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.").	**EE.W.6.9** Use information from literary and informational text to support writing. 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 *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.").
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.

Sixth Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	**EE.SL.6.1** Engage in collaborative discussions. a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and contribute information. c. Ask and answer questions specific to the topic, text, or issue under discussion. 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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
SL.6.5 Include multimedia components (e.g., graphics, images, music, 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.
IA.5.Prepare and conduct interviews.	This standard is applicable for all students, including students with significant cognitive disabilities.
IA.6. Participate in public performances.	This standard is applicable for all students, including students with significant cognitive disabilities.

Sixth Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, and possessive). b. Use intensive pronouns (e.g., *myself, ourselves).* c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 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.*	**EE.L.6.1** Demonstrate standard English grammar and usage when communicating. a. Use personal pronouns (e.g., *he, she, they)* correctly. b. Use indefinite pronouns. c. Not applicable. d. Not applicable. e. Not applicable.
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	**EE.L.6.2** Demonstrate understanding of conventions of standard English. a. Use question marks at the end of written questions. b. Spell untaught words phonetically, drawing on letter-sound relationships and common spelling patterns.
Knowledge of Language	
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/ listener interest, and style.* b. Maintain consistency in style and tone.*	**EE.L.6.3** Use language to achieve desired outcomes when communicating. a. Vary use of language when the listener or reader does not understand the initial attempt. b. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).* 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. 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).	**EE.L.6.4** Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., *like*) and the words that result when affixes are added (e.g., *liked, disliked, liking*). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating d. Not applicable.
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty).*	**EE.L.6.5** Demonstrate understanding of word relationships and use. a. Identify the meaning of simple similes (e.g., The man was as big as a tree.). b. Demonstrate understanding of words by identifying other words with similar and different meanings. c. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
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
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.
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.
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
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.
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.

Seventh Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
IA.2.Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Craft and Structure	
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.
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.
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.
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.

Seventh Grade English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.7.1** Write claims about topics or texts. a. Introduce a topic or text and write one claim about it. b. Write one or more reasons to support a claim about a topic or text. c. Use temporal words (first, next, also) to create cohesion. d. Not applicable. e. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
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. 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. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**EE.W.7.2** Write to share information supported by details. a. Introduce a topic and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Provide facts, details, or other information related to the topic. c. Not applicable. d. Select domain-specific vocabulary to use in writing about the topic. e. Not applicable. f. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**EE.W.7.3** Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable. c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe feelings of people or characters in the narrative. e. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.
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 and investigation.	**EE.W.7.7** Conduct research to answer a question based on multiple sources of information.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Research to Build and Present Knowledge	
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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."). 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.").	**EE.W.7.9** Use information from literary and informational text to support writing. a. Apply *Essential Elements of Grade 7 Reading Standards* to literature (e.g., "Recognize the difference between fictional characters and nonfictional characters."). 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.").
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.

Seventh Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. 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. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	**EE.SL.7.1** Engage in collaborative discussions. a. Come to discussions prepared to share information. b. With guidance and support from adults and peers, follow simple, agreed-upon rules for discussions and carry out assigned roles. 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 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 Grade-Level Standards	Iowa Core Essential Element
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.
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.
IA.5.Prepare and conduct interviews.	This standard is applicable for all students, including students with significant cognitive disabilities.
IA.6.Participate in public performances.	This standard is applicable for all students, including students with significant cognitive disabilities.

Seventh Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	**EE.L.7.1** Demonstrate standard English grammar and usage when communicating. a. Not applicable. b. Produce complete simple sentences when writing or communicating. c. Not applicable.
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt).* b. Spell correctly.	**EE.L.7.2** Demonstrate understanding of conventions of standard English. a. Use end punctuation when writing a sentence or question. b. Spell words phonetically, drawing on knowledge of letter-sound relationships and/or common spelling patterns.
Knowledge of Language	
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	**EE.L.7.3** Use language to achieve desired outcomes when communicating. a. Use precise language as required to achieve desired meaning.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel).* 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. 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).	**EE.L.7.4** Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a text. b. Use frequently occurring root words (e.g., *like*) and the words that result when affixes are added (e.g., *liked, disliked, liking*). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable.
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending).*	**EE.L.7.5** Demonstrate understanding of word relationships and use. a. Identify the literal and nonliteral meanings of words in context. b. Demonstrate understanding of synonyms and antonyms. c. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
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
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.
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
IA.2.Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Craft and Structure	
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.
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.
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.
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.
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.

Eighth Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Craft and Structure	
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.
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.
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.
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.

Eighth Grade English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.8.1** Write claims about topics or texts. a. Introduce the claim and provide reasons or pieces of evidence to support it. b. Write reasons to support a claim about a topic or text. c. Not applicable. d. Not applicable. e. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
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. 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. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	**EE.W.8.2** Write to share information supported by details. a. Introduce a topic clearly and write to convey ideas and information about it including visual, tactual, or multimedia information as appropriate. b. Write one or more facts or details related to the topic. c. Write complete thoughts as appropriate. d. Use domain specific vocabulary related to the topic. e. Not applicable. f. Provide a closing.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 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. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. 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. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	**E E.W.8.3** Write about events or personal experiences. a. Write a narrative about a real or imagined experience introducing the experience, at least one character, and two or more events. b. Not applicable. c. Use temporal words (e.g., first, then, next) to signal order. d. Use words that describe the feelings of characters or provide other sensory information about the setting, experiences, or events. e. Provide a closing.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Production and Distribution of 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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Research to Build and Present Knowledge	
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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."). 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.").	**EE.W.8.9** Use information from literary and informational text to support writing. 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 Essential Elements of Grade 8 Reading Standards to informational texts (e.g., "Use relevant and sufficient evidence for supporting the claims and argument.").
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.

Eighth Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	**EE.SL.8.1** Engage in collaborative discussions. a. Come to discussions prepared to share information previously studied. b. Follow simple rules and carry out assigned roles during discussions. 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 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.

The Iowa Core Essential Elements are intended only for students with significant cognitive disabilities and who participate in alternate assessments.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
IA.5.Prepare and conduct interviews.	This standard is applicable for all students, including students with significant cognitive disabilities.
IA.6.Participate in public performances.	This standard is applicable for all students, including students with significant cognitive disabilities.

Eighth Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*	**EE.L.8.1** Demonstrate standard English grammar and usage when communicating. a. Not applicable. b. Form and use the simple verb tenses (e.g., *I walked, I walk, I will walk).* c. Use appropriate verbs to match nouns. d. Not applicable.
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	**EE.L.8.2** Demonstrate understanding of conventions of standard English. a. Use end punctuation and capitalization when writing a sentence or question. b. Not applicable. 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
Knowledge of Language	
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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).	**EE.L.8.3** Use language to achieve desired outcomes when communicating. a. Use to-be verbs (am, *are, is, was, were, be, become, became)* accurately when writing and communicating.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
W.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. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede).* 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. 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).	**EE.L.8.4** Demonstrate knowledge of word meanings. a. Use context to determine which word is missing from a content area text. b. Use frequently occurring root words (e.g., *like*) and the words that result when affixes are added (e.g., *liked, disliked, liking*). c. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating. d. Not applicable.
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute).*	**EE.L.8.5** Demonstrate understanding of word relationships and use. a. Demonstrate understanding of the use of multiple meaning 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. Use descriptive words to add meaning when writing and communicating.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
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
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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).
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
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.

Ninth-Tenth Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Key Ideas and Details	
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Integration of Knowledge and Ideas	
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.
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.

Ninth-Tenth Grade English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.9-10.1** Write claims about topics or texts. a. Introduce a topic or text and write one claim and one counterclaim about it. b. Not applicable. c. Not applicable. d. Not applicable. e. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
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. 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. 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. 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. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 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. 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).	**EE.W.9-10.2** Write to share information supported by details. 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 facts or details. c. Use complete, simple sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable f. Providing a closing or concluding statement.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
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. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**EE.W.9-10.3** Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable c. Organize the events in the narrative using temporal words to signal order as appropriate. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Production and Distribution of 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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Research to Build and Present Knowledge	
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.]"). 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..").	**EE.W.9-10.9** Use information from literary and informational text to support writing. 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 Essential Elements of Grade 9-10 Reading Standards to informational texts (e.g., "Use sound reasons for supporting the claims and argument.").
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.

Ninth-Tenth Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. 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. 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. 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.	**EE.SL.9-10.1** Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with adults and peers to set rules for discussions. c. Relate the topic of discussion to broader themes or ideas. d. Indicate agreement or disagreement with others during discussions.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Comprehension and Collaboration	
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.
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.
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.
IA.5. Prepare and conduct interviews.	This standard is applicable for all students, including students with significant cognitive disabilities.
IA.6. Participate in public performances.	This standard is applicable for all students, including students with significant cognitive disabilities.
IA.7. Debate an issue from either side.	This standard is applicable for all students, including students with significant cognitive disabilities.

Ninth-Tenth Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* 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.	**EE.L.9-10.1** Demonstrate standard English grammar and usage when communicating. a. Not applicable. 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. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	**EE.L.9-10.2** Demonstrate understanding of conventions of standard English. a. Use a comma and conjunction to combine two simple sentences. b. Not applicable. c. Spell most single-syllable words correctly and apply knowledge of word chunks in spelling longer words.
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. 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.	**EE.L.9-10.3** Use language to achieve desired outcomes when communicating. a. Vary syntax when writing and communicating.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy).* 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. 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).	**EE.L.9-10.4** Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown b. Identify and use root words and the words that result when affixes are added or removed. c. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading. 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. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**EE.L.9-10.5** Demonstrate understanding of word relationships and use. a. Interpret common figures of speech. b. Determine the intended meaning of multiple meaning words.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
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
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.
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.
IA.1.Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Key Ideas and Details	
IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.
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.
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
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.
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.
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.

Eleventh-Twelfth Grade English Language Arts Standards: Reading (Informational Text)

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
IA.1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.	Not applicable.
IA.2. Read on-level text, both silently and orally, at an appropriate rate with accuracy and fluency to support comprehension.	Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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.
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.
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.

Eleventh-Twelfth Grade English Language Arts Standards: Writing

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. 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. 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. 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. e. Provide a concluding statement or section that follows from and supports the argument presented.	**EE.W.11-12.1** Write arguments to support claims. a. Write an argument to support a claim that results from studying a topic or reading a text. b. Support claims with reasons and evidence drawn from text. c. Not applicable. d. Not applicable. e. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
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. 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. 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. 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. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 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. 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).	**EE.W.11-12.2** Write to share information supported by details. 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 with relevant facts, details, or quotes. c. Use complete, simple sentences, as well as compound and other complex sentences as appropriate. d. Use domain specific vocabulary when writing claims related to a topic of study or text. e. Not applicable. f. Provide a closing or concluding statement.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Text Types and Purposes	
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. 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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	**EE.W.11-12.3** Write about events or personal experiences. a. Write a narrative about a problem, situation, or observation including at least one character, details, and clearly sequenced events. b. Not applicable. c. Organize the events in the narrative using temporal words to signal order and add cohesion. d. Use descriptive words and phrases to convey a vivid picture of experiences, events, setting, or characters. e. Provide a closing.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Production and Distribution of Writing	
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Research to Build and Present Knowledge	
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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."). 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].").	**EE.W.11-12.9** Cite evidence from literary or informational texts. 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 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.").
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.

Eleventh-Twelfth Grade English Language Arts Standards: Speaking and Listening

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed. 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. 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.	**EE.SL.11-12.1** Engage in collaborative discussions. a. Prepare for discussions by collecting information on the topic. b. Work with peers to set rules and goals for discussions. c. Ask and answer questions to verify or clarify own ideas and understandings during a discussion. d. Respond to agreements and disagreements in a discussion.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Comprehension and Collaboration	
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.
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.
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.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Presentation of Knowledge and Ideas	
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.
IA.5.Prepare and conduct interviews.	This standard is applicable for all students, including students with significant cognitive disabilities.
IA.6.Participate in public performances.	This standard is applicable for all students including students with significant cognitive disabilities.
IA.7.Debate an issue from either side.	This Standard is applicable for all students including students with significant cognitive disabilities.

Eleventh-Twelfth Grade English Language Arts Standards: Language

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 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.	**EE.L.11-12.1** Demonstrate standard English grammar and usage when communicating. a. Use conventions of standard English when needed. b. Use digital, electronic, and other resources and tools to improve uses of language as needed.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Conventions of Standard English	
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	**EE.L.11-12.2** Demonstrate understanding of conventions of standard English. a. Demonstrate conventions of standard English including capitalization, ending punctuation, and spelling when writing. 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 Elements**
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. 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.	**EE.L.11-12.3** Use language to achieve desired outcomes when communicating. a. Vary sentence structure using a variety of simple and compound sentence structures.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
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. 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable).* 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. 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).	**EE.L.11-12.4** Demonstrate knowledge of word meanings. a. Use context to determine the meaning of unknown words. b. Identify and use root words and the words that result when affixes are added or removed. c. Not applicable. d. Consult reference materials (dictionaries, online vocabulary supports) to clarify the meaning of unfamiliar words encountered when reading.
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	**EE.L.11-12.5** Demonstrate understanding of word relationships and use. a. Interpret simple figures of speech encountered while reading or listening. b. Not applicable.

Iowa Core Grade-Level Standards	Iowa Core Essential Element
Vocabulary Acquisition and Use	
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.