

Main Criteria: Classroom Supplement Units Grade 1

Secondary Criteria: Iowa Core

Subject: Language Arts

Grade: 1

Classroom Supplement Units Grade 1

Pre-writing

Iowa Core

Language Arts

Grade 1 - Adopted: 2012

STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.1.1.	Ask and answer questions about key details in a text. (RL.1.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details. (RL.1.3) (DOK 1)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) (DOK 1,2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7) (DOK 2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4.) (DOK 1)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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. (W.1.3.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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. (W.1.5.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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). (W.1.7.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	SL.1.1.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). (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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. (SL.1.3.) (DOK 1,2)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards

ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) (SL.1.6.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.a.	Print all upper- and lowercase letters. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.c.	Use commas in dates and to separate single words in a series. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4.) (DOK 2)
GRADE LEVEL EXPECTATION	L.1.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). (L.1.4.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.1.6.) (DOK 1,2)

**Iowa Core
Language Arts
Grade 1 - Adopted: 2012**

STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.1.1.	Ask and answer questions about key details in a text. (RL.1.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details. (RL.1.3) (DOK 1)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) (DOK 1,2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7) (DOK 2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words. (RF.1.3.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4.) (DOK 1)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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. (W.1.3.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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. (W.1.5.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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). (W.1.7.) (DOK 2,3)
DETAILED DESCRIPTOR	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8.) (DOK 1,2)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	SL.1.1.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). (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2.) (DOK 1,2)
DETAILED DESCRIPTOR	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. (SL.1.3.) (DOK 1,2)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) (SL.1.6.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.1.6.) (DOK 1,2)

Unit 2

Iowa Core
Language Arts

Grade 1 - Adopted: 2012

STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.1.1.	Ask and answer questions about key details in a text. (RL.1.1) (DOK 1,2)

DETAILED DESCRIPTOR	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details. (RL.1.3) (DOK 1)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) (DOK 1,2)
DETAILED DESCRIPTOR	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. (RL.1.5) (DOK 2,3)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7) (DOK 2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10) (DOK 1)
STRAND / COURSE	IA.RI.1.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.1.1.	Ask and answer questions about key details in a text. (RI.1.1) (DOK 1,2)
DETAILED DESCRIPTOR	RI.1.2.	Identify the main topic and retell key details of a text. (RI.1.2) (DOK 1)
STRAND / COURSE	IA.RI.1.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) (DOK 1,2)
DETAILED DESCRIPTOR	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.K.6) (DOK 2)
STRAND / COURSE	IA.RI.1.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.1.7.	Use the illustrations and details in a text to describe its key ideas. (RI.1.7) (DOK 2)
DETAILED DESCRIPTOR	RI.1.8.	Identify the reasons an author gives to support points in a text. (RI.1.8) (DOK 2)
STRAND / COURSE	IA.RI.1.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL		Phonological Awareness

CONCEPT AND/OR SKILL		
DETAILED DESCRIPTOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4.) (DOK 1)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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. (W.1.2.) (DOK 2)
DETAILED DESCRIPTOR	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. (W.1.3.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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. (W.1.5.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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). (W.1.7.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration

DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	SL.1.1.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). (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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. (SL.1.3.) (DOK 1,2)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) (SL.1.6.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4.) (DOK 2)
STRAND /	IA.L.1.	Language Standards

COURSE		
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.1.6.) (DOK 1,2)

Unit 3

Iowa Core
Language Arts

Grade 1 - Adopted: 2012

STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.1.1.	Ask and answer questions about key details in a text. (RL.1.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details. (RL.1.3) (DOK 1)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) (DOK 1,2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7) (DOK 2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.) (DOK 1)

GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4.) (DOK 1)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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. (W.1.3.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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. (W.1.5.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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). (W.1.7.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	SL.1.1.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). (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1.) (DOK 2,3)
GRADE LEVEL	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under

EXPECTATION		discussion. (SL.1.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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. (SL.1.3.) (DOK 1,2)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) (SL.1.6.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.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). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards

ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.1.6.) (DOK 1,2)

Unit 4

Iowa Core
Language Arts
Grade 1 - Adopted: 2012

STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.1.1.	Ask and answer questions about key details in a text. (RL.1.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details. (RL.1.3) (DOK 1)
DETAILED DESCRIPTOR	RL.1.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. (DOK 2,3)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) (DOK 1,2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7) (DOK 2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10) (DOK 1)
STRAND / COURSE	IA.RI.1.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RI.1.1.	Ask and answer questions about key details in a text. (RI.1.1) (DOK 1,2)
DETAILED DESCRIPTOR	RI.1.2.	Identify the main topic and retell key details of a text. (RI.1.2) (DOK 1)
DETAILED DESCRIPTOR	RI.1.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. (DOK 2,3)
STRAND / COURSE	IA.RI.1.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure

DETAILED DESCRIPTOR	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) (DOK 1,2)
DETAILED DESCRIPTOR	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (RI.K.6) (DOK 2)
STRAND / COURSE	IA.RI.1.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RI.1.7.	Use the illustrations and details in a text to describe its key ideas. (RI.1.7) (DOK 2)
DETAILED DESCRIPTOR	RI.1.8.	Identify the reasons an author gives to support points in a text. (RI.1.8) (DOK 2)
STRAND / COURSE	IA.RI.1.	Reading Standards for Informational Text
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1. (RI.1.10) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4.) (DOK 1)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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. (W.1.2.) (DOK 2)

STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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. (W.1.5.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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). (W.1.7.) (DOK 2,3)
DETAILED DESCRIPTOR	W.1.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.1.8.) (DOK 1,2)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	SL.1.1.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). (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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. (SL.1.3.) (DOK 1,2)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (SL.1.5.) (DOK 2,3)
DETAILED DESCRIPTOR	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) (SL.1.6.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.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). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT		Conventions of Standard English

AND/OR SKILL		
DETAILED DESCRIPTOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.1.6.) (DOK 1,2)

Unit 5

Iowa Core
Language Arts
Grade 1 - Adopted: 2012

STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.1.1.	Ask and answer questions about key details in a text. (RL.1.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details. (RL.1.3) (DOK 1)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) (DOK 1,2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL		Integration of Knowledge and Ideas

CONCEPT AND/OR SKILL		
DETAILED DESCRIPTOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7) (DOK 2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (RF.1.4.) (DOK 1)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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. (W.1.3.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED	W.1.5.	With guidance and support from adults, focus on a topic, respond to questions and

DESCRIPTOR		suggestions from peers, and add details to strengthen writing as needed. (W.1.5.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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). (W.1.7.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	SL.1.1.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). (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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. (SL.1.3.) (DOK 1,2)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) (SL.1.6.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.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). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences. (L.1.2.) (DOK 1)

GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase. (L.1.4.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
GRADE LEVEL EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5.) (DOK 2)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	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). (L.1.6.) (DOK 1,2)

Unit 7

Iowa Core
Language Arts

Grade 1 - Adopted: 2012

STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Key Ideas and Details
DETAILED DESCRIPTOR	RL.1.1.	Ask and answer questions about key details in a text. (RL.1.1) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2) (DOK 1,2)
DETAILED DESCRIPTOR	RL.1.3.	Describe characters, settings, and major events in a story, using key details. (RL.1.3) (DOK 1)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Craft and Structure
DETAILED DESCRIPTOR	RL.1.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4) (DOK 1,2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature
ESSENTIAL CONCEPT AND/OR SKILL		Integration of Knowledge and Ideas
DETAILED DESCRIPTOR	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7) (DOK 2)
STRAND / COURSE	IA.RL.1.	Reading Standards for Literature

ESSENTIAL CONCEPT AND/OR SKILL		Range of Reading and Level of Text Complexity
DETAILED DESCRIPTOR	RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1. (RL.1.10) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonological Awareness
DETAILED DESCRIPTOR	RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
GRADE LEVEL EXPECTATION	RF.1.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (RF.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (RF.1.2.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Phonics and Word Recognition
DETAILED DESCRIPTOR	RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
GRADE LEVEL EXPECTATION	RF.1.3.a.	Know the spelling-sound correspondences for common consonant digraphs. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.b.	Decode regularly spelled one-syllable words. (RF.1.3.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.3.c.	Know final -e and common vowel team conventions for representing long vowel sounds. (RF.1.3.) (DOK 1)
STRAND / COURSE	IA.RF.1.	Reading Standards: Foundational Skills
ESSENTIAL CONCEPT AND/OR SKILL		Fluency
DETAILED DESCRIPTOR	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
GRADE LEVEL EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding. (RF.1.4.) (DOK 1)
GRADE LEVEL EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.) (DOK 1)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Text Types and Purposes
DETAILED DESCRIPTOR	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. (W.1.3.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Production and Distribution of Writing
DETAILED DESCRIPTOR	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. (W.1.5.) (DOK 2,3)
STRAND / COURSE	IA.W.1.	Writing Standards
ESSENTIAL CONCEPT AND/OR SKILL		Research to Build and Present Knowledge
DETAILED DESCRIPTOR	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). (W.1.7.)

		(DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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.
GRADE LEVEL EXPECTATION	SL.1.1.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). (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1.) (DOK 2,3)
GRADE LEVEL EXPECTATION	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1.) (DOK 2,3)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Comprehension and Collaboration
DETAILED DESCRIPTOR	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. (SL.1.3.) (DOK 1,2)
STRAND / COURSE	IA.SL.1.	Speaking and Listening Standards
ESSENTIAL CONCEPT AND/OR SKILL		Presentation of Knowledge and Ideas
DETAILED DESCRIPTOR	SL.1.6.	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.) (SL.1.6.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
GRADE LEVEL EXPECTATION	L.1.1.b.	Use common, proper, and possessive nouns. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.f.	Use frequently occurring adjectives. (L.1.1.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.1.j.	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.1.1.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Conventions of Standard English
DETAILED DESCRIPTOR	L.1.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
GRADE LEVEL EXPECTATION	L.1.2.b.	Use end punctuation for sentences. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (L.1.2.) (DOK 1)
GRADE LEVEL EXPECTATION	L.1.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (L.1.2.) (DOK 1)
STRAND / COURSE	IA.L.1.	Language Standards
ESSENTIAL CONCEPT AND/OR SKILL		Vocabulary Acquisition and Use
DETAILED DESCRIPTOR	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

GRADE LEVEL EXPECTATION	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy). (L.1.5.) (DOK 2)
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