

Iowa, Grade 1

Iowa Strand/Standard	Focus of Iowa Standard	For More Information
Reading Literature		
RL.1	Ask and answer questions about key details in a text	R1 pp. 6–11
RL.2	Retell stories, including key details	R2 pp. 12–17
RL.3	Describe characters, settings, and major events in a story	R3 pp. 18–23
RL.4	Identify words or phrases that suggest feelings or appeal to the senses	R4 pp. 24–29
RL.5	Explain major differences between stories and informative texts	R5 pp. 30–35
RL.6	Identify who is telling the story at various points in a text	R6 pp. 36–41
RL.7	Use illustrations to describe elements of a story	R7 pp. 42–47
RL.8	NA	
RL.9	Compare and contrast the experiences of characters in stories	R9 pp. 54–59
RL.10	Read texts of appropriate complexity	R10 pp. 60–65
Reading Informational Text		
RI.1	Ask and answer questions about key details in a text	R1 pp. 6–11
RI.2	Identify the main topic and retell key details of a text	R2 pp. 12–17
RI.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text	R3 pp. 18–23
RI.4	Ask and answer questions to clarify the meaning of words in a text	R4 pp. 24–29
RI.5	Use text features to locate information in a text	R5 pp. 30–35
RI.6	Distinguish between information provided by illustrations and information provided by words	R6 pp. 36–41
RI.7	Use illustrations and details to describe key ideas in a text	R7 pp. 42–47
RI.8	Identify the reasons an author gives to support points in a text	R8 pp. 48–53
RI.9	Identify basic similarities and differences between two texts on the same topic	R9 pp. 54–59
RI.10	Actively engage in reading informational text with purpose and understanding	R10 pp. 60–65
Reading Foundational Skills		
RF.1	Print Concepts: Demonstrate understanding of the organization and basic features of print	RF1 pp. 72–77
RF.2	Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	RF2 pp. 78–83
RF.3	Phonics: Know and apply grade-level phonics and word analysis skills in decoding words	RF3 pp. 84–89
RF.4	Fluency: Read level-appropriate texts with accuracy and fluency	RF4 pp. 90–95
Writing		
W.1	Write opinion pieces: introduce the topic, state an opinion, supply reasons, and provide closure	W1 pp. 100–105
W.2	Write informative/explanatory texts: name a topic, supply facts, and provide closure	W2 pp. 106–111
W.3	Write narratives: sequence events, include details, use temporal words, and provide closure	W3 pp. 112–117
W.4	NA	
W.5	Focus on a topic, respond to questions, and add details to strengthen writing as needed	W5 pp. 118–123
W.6	Use a variety of digital tools to produce and publish writing	W6 pp. 124–129

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Writing		
W.7	Participate in shared research and writing projects	W7 pp. 130–135
W.8	Recall information from experiences or gather information from provided sources to answer a question	W8 pp. 136–141
W.9	NA	
W.10	NA	
Speaking and Listening		
SL.1	Participate in collaborative conversations with diverse partners about topics and texts in small and larger groups	SL1 pp. 146–151
SL.2	Ask and answer questions about key details to demonstrate understanding of a topic	SL2 pp. 152–157
SL.3	Ask and answer questions in order to get information or clarify something that is not understood	SL3 pp. 158–163
SL.4	Clearly describe people, places, things, and events	SL4 pp. 164–169
SL.5	Add drawings or other visual displays to descriptions to provide additional detail	SL5 pp. 170–175
SL.6	Produce complete sentences when appropriate to task and situation	SL6 pp. 176–181
Language		
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	L1 pp. 186–191
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	L2 pp. 192–197
L.3	NA	
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	L4 pp. 204–209
L.5	Demonstrate understanding of word relationships and nuances in word meanings	L5 pp. 210–215
L.6	Use words and phrases acquired through conversations, reading, being read to, and responding to texts	L6 pp. 216–221