

| Anchor | Standard | Read Iowa History | Read Aloud | History Mystery | Think Like... |
|--------------|---|-------------------|------------|-----------------|---------------|
| Inquiry | SS.2.1. Generate questions about a topic and plan how to learn more, using sources. | X | | | |
| Inquiry | SS.2.2. Gather information from different sources and explain what they show about a topic. | X | | | |
| Inquiry | SS.2.3. Share facts and opinions about a topic and support them with evidence from sources. | X | | | |
| Inquiry | SS.2.4. Construct responses to questions using reasoning, examples, and relevant details. | X | X | X | X |
| Inquiry | SS.2.5. Describe ways people make a difference in their community. | X | | | |
| Geography | SS.2.6. Explain how environmental characteristics shaped the locations and unique cultures of Native Americans in Iowa. | | | | |
| History | SS.2.7. Compare life in the past to life today within different communities and cultural groups, including Native American communities. | | | | |
| Geography | SS.2.8. Analyze the movement of different groups in and out of Iowa, including the removal and return of Native American people. | | | | |
| History | SS.2.9. Describe the contributions of Native American leaders in their homelands and in their communities today. | | | | |
| History | SS.2.10. Explain ways that communities within the state of Iowa have changed over time. | X | | X | |
| History | SS.2.11. Compare perspectives from the past to the present. | X | X | | X |
| History | SS.2.12. Describe the perspectives and contributions of individuals associated with the community or state in the past and present. | X | X | | X |
| History | SS.2.13. Describe significant events in the history of the local community or state. | | | | |
| Civics/Gov | SS.2.14. Explain the roles of elected local and state officials. | | | | |
| Civics/Gov | SS.2.15. Describe symbols, places, or landmarks that make Iowa unique. | | | | |
| Geography | SS.2.16. Compare and contrast local environmental characteristics to that of other parts of the state of Iowa. | X | | | |
| Geography | SS.2.17. Describe Iowa's natural resources and the consequences of using these resources. | X | X | X | |
| Econ/Fin Lit | SS.2.18. Describe ways people can earn, spend and borrow money. | | | | |
| Econ/Fin Lit | SS.2.19. Explain why and how people save money. | | | | |
| Econ/Fin Lit | SS.2.20. Identify different ways to make amounts of money out of coins and bills. | | | | |

| Strand | Standard | Read Iowa History | Read Aloud |
|-----------------------------|---|-------------------|------------|
| Reading: Literature | RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details using evidence from the text. (DOK 1,2) | | X |
| Reading: Literature | RL.2.2. Recount and determine the central message, lesson or moral of stories, including but not limited to fables and folktales from diverse cultures. (DOK 2) | | X |
| Reading: Literature | 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. (DOK 2) | | X |
| Reading: Literature | RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the plot, and how the ending concludes the action. (DOK 2,3) | | X |
| Reading: Literature | RL.2.7. Use information gained from the illustrations and words in a story to demonstrate understanding of its characters, setting, or plot. (DOK 2) | | X |
| Reading: Informational Text | RI.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. (DOK 1,2) | X | X |
| Reading: Informational Text | RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (DOK 2) | X | |
| Reading: Informational Text | RI.2.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (DOK 2) | | X |
| Reading: Informational 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. (DOK 1) | X | |
| Reading: Informational Text | RI.2.6. Identify the main purpose of a text, including the author's point of view and/or perspective. (DOK 2) | X | X |
| Reading: Informational Text | RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) and details contribute to and clarify a text. (DOK 2) | X | X |
| Reading: Informational Text | RI.2.9. Compare and contrast the most important points presented by two texts on the same topic. (DOK 3) | | X |
| Writing | 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., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. (DOK 2,3) | X | |
| Writing | 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. (DOK 2,3) | X | |
| Speaking and Listening | SL.2.2. Describe the main topic and recount key details from a text read aloud, information presented orally, or other media. (DOK 1,2) | X | |
| Language | 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., <i>When other kids are happy that makes me happy</i>). (DOK 1,2) | X | |

*Only the Iowa Literacy Standards applied in the Goldie's History Kit are listed.