

| Anchor | Standard | Read Iowa History | Read Aloud | History Mystery | Think Like... |
|--------------|--|-------------------|------------|-----------------|---------------|
| Inquiry | SS.K.1. With teacher guidance, ask questions about disciplinary content and discuss ways to learn. | X | | | |
| Inquiry | SS.K.2. With teacher guidance, gather information from different sources and explain what they show about a topic. | | | | |
| Inquiry | SS.K.3. With teacher guidance, share facts and opinions about topics and support them with evidence from sources. | | | | |
| Inquiry | SS.K.4. Construct responses to questions using examples. | X | | | |
| Inquiry | SS.K.5. Describe ways people can participate in community and explain why being involved is important. | X | X | | |
| Geography | SS.K.6. Describe students' roles in different groups of which they are members, including their family, school, and community. | | X | X | X |
| History | SS.K.7. Describe ways in which students and others are alike and different in a variety of contexts. | | | | |
| Geography | SS.K.8. Create a route to a specific location. | | | | |
| Geography | SS.K.9. Explain why and how people move from place to place. | | | | |
| History | SS.K.10. Describe ways in which students and others are alike and different in the past and the present. | | X | | |
| History | SS.K.11. Distinguish between at least two related items or events by sequencing them from the past to the present. | | | | |
| History | SS.K.12. Compare life in the past to life today. | | X | X | |
| History | SS.K.13. Name the rules and responsibilities students have for different groups they are members of. | | | | |
| Civics/Gov | SS.K.14. Recognize ways people can effectively work together to make decisions to improve their classrooms or communities. | | | | X |
| Civics/Gov | SS.K.15. Compare and contrast rules from different places. | | | X | |
| Civics/Gov | SS.K.16. Describe roles of community helpers and leaders. | X | X | X | X |
| Geography | SS.K.17. Compare rules and responsibilities in Iowa with other states. | | | | |
| Geography | SS.K.18. Compare and contrast rules and responsibilities in local environments, like towns and counties, to those in other parts of the state of Iowa. | | | | |
| Econ/Fin Lit | SS.K.19. Describe some needs and wants. | | | | |
| Econ/Fin Lit | SS.K.20. Explain the difference between buying and borrowing. | | | | |
| Econ/Fin Lit | SS.K.21. Recognize ways to earn and save money. | | | | |
| Econ/Fin Lit | SS.K.22. Identify forms of money. | | | | |

| Strand | Standard | Read Iowa History | Read Aloud |
|-----------------------------|--|-------------------|------------|
| Reading: Literature | RL.K.1. With prompting and support, ask and answer questions about key details in a text. (DOK 1) | | X |
| Reading: Literature | RL.K.3. With prompting and support, identify characters, settings, and major events in a story. (DOK 1) | | X |
| Reading: Literature | RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (DOK 2) | | X |
| Reading: Informational Text | RI.K.1. With prompting and support, ask and answer questions about key details in a text. (DOK 1) | X | X |
| Reading: Informational Text | RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (DOK 2) | | X |
| Reading: 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). (DOK 2,3) | X | X |
| Writing | 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. (DOK 1,2) | X | |
| Writing | W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (DOK 1,2) | X | |
| Speaking and Listening | SL.K.1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in both small and larger groups. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others, staying on topic, and taking turns speaking). a. Follow agreed-upon rules for discussions (e.g., listening to others, staying on topic, and taking turns speaking). b. Continue a conversation through multiple exchanges. (DOK 1,2) | X | |

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