

Anchor	Standard	Read Iowa History	Read Aloud	History Mystery	Think Like...
Inquiry	SS.1.1. Ask questions about disciplinary content and discuss ways to learn.	X	X		
Inquiry	SS.1.2. With teacher guidance, gather information from different sources and explain what they show about a topic.		X		
Inquiry	SS.1.3. With teacher guidance, share facts and opinions about topics and support them with evidence from sources.	X			
Inquiry	SS.1.4. Construct responses to compelling questions using examples.				
Inquiry	SS.1.5. Describe ways people can participate in community and explain why being involved is important.	X			
Geography	SS.1.6. Explain why people have different jobs in the community.				
Geography	SS.1.7. Locate and explain physical features on a variety of maps.	X			
Geography	SS.1.8. Construct a simple map.				
Geography	SS.1.9. Compare and contrast routes within communities using maps and other geographic models.	X			
Civics/Gov	SS.1.10. Describe ways people show belonging and citizenship in their community.				
Geography	SS.1.11. Explain why people choose to live in various communities or regions.	X		X	X
Geography	SS.1.12. Identify and locate the local community, county, and state capital on a map.				
Civics/Gov	SS.1.13. Explain that members of a town, city, or community have certain rights and responsibilities.				
Econ/Fin Lit	SS.1.14. Compare how people in different types of communities use goods from local and distant places to meet their daily needs.	X		X	
Geography	SS.1.15. Identify different beliefs, traditions, and customs within a community.				
History	SS.1.16. Describe the ways beliefs, traditions, and customs are passed from previous generations to the present.				
Civics/Gov	SS.1.17. Explain why respecting others' beliefs, traditions, and customs is part of being a good citizen.				
History	SS.1.18. Describe the historical origins of festivals and celebrations that represent the diverse cultures of the state.				
Econ/Fin Lit	SS.1.19. Explain how different jobs in the community help meet people's needs through goods and services.	X			X
Econ/Fin Lit	SS.1.20. Identify individual skills and interests that influence education, jobs and career goals.				X
Econ/Fin Lit	SS.1.21. Describe spending, saving and borrowing.				X
History	SS.1.22. Compare jobs from the past to the present and discuss how tools, technology, or transportation have changed how people work.	X	X	X	X

Strand	Standard	Read Iowa History	Read Aloud
Reading: Literature	RL.1.1. Ask and answer questions about key details in a text. (DOK 1,2)		X
Reading: Literature	RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (DOK 1,2)		X
Reading: Literature	RL.1.3. Describe characters, settings, and major events in a story, using key details. (DOK 1)		X
Reading: Literature	RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. (DOK 2)		X
Reading: Informational Text	RI.1.1. Ask and answer questions about key details in a text. (DOK 1,2)	X	X
Reading: Informational Text	RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (DOK 2)	X	X
Reading: Informational Text	RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (DOK 2)		X
Writing	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. (DOK 2)	X	

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