Iowa Core Essential Concepts/Skill Sets and Details with no Common Core State Standard Matches - English/Language Arts

Key:
R = Reading
W = Writing
S = Speaking
L = Listening
V = Viewing

Grade	Strand[1]	Standard #[2]	Standard[2]
K-12	R		IA.K-12.R Reading is a complex, purposeful, social, and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of text and wide reading for various purposes over a lifetime.
3-5	R	2.2	IA.3-5.R.2.2 Recognize sight words.
6-8	R	4.2	IA.6-8.R.4.2 Adjust reading rate and strategies according to purpose: Read to study
6-8	R	4.4	IA.6-8.R.4.4 Adjust reading rate and strategies according to purpose: Skim (for general concepts and ideas)
6-8	R	5.4	IA.6-8.R.5.4 Use comprehension strategies: Activate prior knowledge
6-8	R	5.7	IA.6-8.R.5.7 Use comprehension strategies: Create visual images
K-2	R	6.9	IA.K-2.R.6.9 Use comprehension strategies: Draw inferences
K-2	R	6.10	IA.K-2.R.6.10 Use comprehension strategies: Monitor for comprehension
K-2	R	6.13	IA.K-2.R.6.13 Use comprehension strategies: Summarize
K-2	R	6.14	IA.K-2.R.6.14 Use comprehension strategies: Draw conclusions
K-2	R	6.15	IA.K-2.R.6.15 Use comprehension strategies: Evaluate
K-2	R	6.16	IA.K-2.R.6.16 Use comprehension strategies: Synthesize information within text
6-8	R	6.7	IA.6-8.R.6.7 Use comprehension strategies: Create visual images
6-8	R	6.9	IA.6-8.R.6.9 Use comprehension strategies: Monitor for comprehension
6-8	R	6.10	IA.6-8.R.6.10 Use comprehension strategies: Employ fix-ups: o Reread o Read ahead
6-8	R	6.16	IA.6-8.R.6.16 Use comprehension strategies: Engage in discussion
6-8	R	6.17	IA.6-8.R.6.17 Use comprehension strategies: Write to learn
9-12	R	6.4	IA.9-12.R.6.4 Monitor and adjust as needed to make clarifications
3-5	R	7.2	IA.3-5.R.7.2 Attend to punctuation.
6-8	R	7	IA.6-8.R.7 Read with fluency silently and aloud to support comprehension.

Grade	Strand[1]	Standard #[2]	Standard[2]
6-8	R	7.3	IA.6-8.R.7.3 Read accurately and smoothly with rhythm, flow, and meter; resolve difficulties quickly, usually through self-correction.
6-8	R	7.4	IA.6-8.R.7.4 Read with phrasing and expression to convey meaning (prosody).
6-8	R	7.5	IA.6-8.R.7.5 Pace appropriately for comprehension (rate).
9-12	R	7	IA.9-12.R.7 Read with fluency silently and aloud to support comprehension.
9-12	R	7.1	IA.9-12.R.7.1 Read in phrases, clauses, and sentences.
9-12	R	7.2	IA.9-12.R.7.2 Attend to punctuation.
9-12	R	7.3	IA.9-12.R.7.3 Read accurately and smoothly with rhythm, flow, and meter; resolve difficulties quickly, usually through self-correction.
9-12	R	7.4	IA.9-12.R.7.4 Read with phrasing and expression to convey meaning (prosody).
9-12	R	7.5	IA.9-12.R.7.5 Pace appropriately for comprehension (rate).
3-5	R	8.7	IA.3-5.R.8.7 Read frequently and widely.
K-12	W		IA.K-12.W Students write to communicate with others and to clarify their own thinking. They need to write frequently in a variety of forms and for a variety of purposes and audiences. Students learn to write well when they are taught strategies for organizing a first draft, writing successive versions, revising, and editing. But students must also learn to write successfully in instances where they are required to write quickly, clearly, and succinctly. Writing can be an effective learning tool for students in all content areas, as they use informal reflective writing to record their observations, experiences, classroom discussions, or to record comments on their reading.
6-8	W	4.2	IA.6-8.W.4.2 Write for different learning purposes: To increase retention of information
6-8	W	4.3	IA.6-8.W.4.3 Write for different learning purposes: To synthesize new understandings with background knowledge
6-8	W	4.7	IA.6-8.W.4.7 Write for different learning purposes: To engage in questioning and reasoning
6-8	W	4.9	IA.6-8.W.4.9 Write for different learning purposes: To reflect on experiences
6-8	W	4.10	IA.6-8.W.4.10 Write for different learning purposes: To gain insight into author's craft
6-8	W	4.11	IA.6-8.W.4.11 Write for different learning purposes: To support metacognition
9-12	W	4.2	IA.9-12.W.4.2 Increase retention of information
9-12	W	4.7	IA.9-12.W.4.7 Gain insight into author's craft
9-12	W	4.8	IA.9-12.W.4.8 Support metacognition
3-5	W	6.4	IA.3-5.W.6.4 Identify medium for communication
9-12	W	6.1	IA.9-12.W.6.1 Consider the purpose and audience
9-12	W	6.4	IA.9-12.W.6.4 Identify medium for communication
9-12	W	6.5	IA.9-12.W.6.5 Draw upon experiences and observations
9-12	W	6.8	IA.9-12.W.6.8 Synthesize information from multiple resources into a brief and focused response

Grade	Strand[1]	Standard #[2]	Standard[2]
9-12	W	6.9	IA.9-12.W.6.9 Reflect writer's personal style and viewpoints to suit the purpose of writing
K-12	S		IA.K-12.S Speaking is a fundamental process that people use to express, explore, and learn about ideas. Speaking includes sharing information, persuading others, expressing and understanding ideas, coordinating activities with others, and selecting and critically analyzing messages. Contexts of this communication include one-on-one opportunities such as job interviews, small group interactions, large audiences and meetings, and interactions with broadcast media.
6-8	S	2.4	IA.6-8.S.2.4 Adjust rate to convey meaning.
6-8	S	2.5	IA.6-8.S.2.5 Add stress (emphasis) and inflection to enhance meaning.
6-8	S	2.8	IA.6-8.S.2.8 Use notes or other memory aids to structure the presentation.
K-2	S	3.6	IA.K-2.S.3.6 Give directions and explanations.
K-2	S	3.7	IA.K-2.S.3.7 Discuss how to report an emergency.
9-12	S	3.3	IA.9-12.S.3.3 Present dramatic reading, recitations, and performances both in and out of the classroom.
6-8	S	4.2	IA.6-8.S.4.2 Use emphasis and expression to perform oral presentations and recitations.
6-8	S	4.4	IA.6-8.S.4.4 Communicate feelings and needs in appropriate context.
6-8	S	5.6	IA.6-8.S.5.6 Attend to rate of delivery.
6-8	S	5.8	IA.6-8.S.5.8 Project a sense of individuality and personality in selecting and organizing content and in delivery.
K-2	S	7.1	IA.K-2.S.7.1 Respond to questions and feedback about own presentation.
K-2	S	7.2	IA.K-2.S.7.2 Accept feedback respectfully.
K-2	S	7.3	IA.K-2.S.7.3 Participate in peer review of oral and written presentations with teacher guidance.
3-5	S	7.1	IA.3-5.S.7.1 Use student- and teacher-developed criteria to evaluate oral presentations and discussions.
3-5	S	7.2	IA.3-5.S.7.2 Respond respectfully to questions and feedback about own presentation.
3-5	S	7.3	IA.3-5.S.7.3 Participate in peer review of oral presentations.
9-12	S	7.2	IA.9-12.S.7.2 Accept feedback respectfully to improve future oral presentations.
6-8	S	8	IA.6-8.S.8 Recognize the role of response in oral communication.
K-12	L		IA.K-12.L Listening is an inherent companion to the other literacy skills of reading, writing, speaking, and viewing. Listening involves the sender, receiver, and message. A student is engaged in critical thinking while actively listening. An effective listener demonstrates the ability to identify and manage barriers to listening (e.g., noise, speaker credibility, and environmental distractions).
K-2	L	1.4	IA.K-2.L.1.4 Listen to follow one- or two-step directions.
3-5	L	1.5	IA.3-5.L.1.5 Listen to follow multiple-step directions.
6-8	L	1.4	IA.6-8.L.1.4 Apply knowledge of verbal and nonverbal messages to anticipate key ideas and transitions.

Grade	Strand[1]	Standard #[2]	Standard[2]
6-8	L	1.5	IA.6-8.L.1.5 Listen to follow multiple-step directions.
9-12	L	1.4	IA.9-12.L.1.4 Apply knowledge of verbal and nonverbal messages to anticipate key ideas and transitions.
9-12	L	1.5	IA.9-12.L.1.5 Apply strategies for listening comprehension such as taking notes, organizing, summarizing, asking questions, and paraphrasing.
9-12	L	2.3	IA.9-12.L.2.3 Synthesize multiple ideas and assimilate those that are useful.
3-5	L	3.5	IA.3-5.L.3.5 Display appropriate turn-taking behaviors.
9-12	L	3	IA.9-12.L.3 Listen to establish, maintain, and enhance relationships.
9-12	L	3.2	IA.9-12.L.3.2 Provide verbal and nonverbal feedback to indicate engagement.
9-12	V		IA.9-12.V Viewing joins listening, speaking, reading, and writing as another element of literacy. The viewing strand refers to nonprint texts, which are defined as sources of information such as television, film, videotape, live performances, the Internet, and other multimedia technologies. The goal of viewing is to draw meaning from visual media such as television, film, video, live performances, computer software, Web-based technologies, and graphically rich print like newspapers and graphic novels. These visuals may be live or videotaped messages or portrayals, animations, and interactive or static graphics that accompany text. Two specific genres are informational visual media (like Web sites, documentaries, and news programs) and visual narratives (like television situational comedies, film, video, informal and formal theatre, electronic media productions, and graphic novels).
K-2	V	1	IA.K-2.V.1 Analyze the effects of visual media on society and culture.
K-2	V	1.1	IA.K-2.V.1.1 Identify purposes of visual media: * To entertain * To inform
K-2	V	1.2	IA.K-2.V.1.2 Analyze elements and effects of visual media: Identify and explain common symbols.
K-2	V	1.3	IA.K-2.V.1.3 Analyze elements and effects of visual media: Identify and explain the differences between real and make-believe people, places, things, and events.
K-2	V	1.4	IA.K-2.V.1.4 Analyze elements and effects of visual media: Predict potential effects on viewers.
K-2	V	1.5	IA.K-2.V.1.5 Analyze elements and effects of visual media: Discuss the presence of visual media in daily life.
3-5	V	1	IA.3-5.V.1 Analyze the effects of visual media on society and culture.

Grade	Strand[1]	Standard #[2]	Standard[2]
3-5	V	1.1	IA.3-5.V.1.1 Identify purposes of visual media: * To entertain * To inform * To focus attention on an issue * To persuade * For artistic expression
3-5	V	1.2	IA.3-5.V.1.2 Analyze elements and effects of visual media: Identify and analyze the impact of common symbols on various audiences.
3-5	V	1.3	IA.3-5.V.1.3 Analyze elements and effects of visual media: Identify and analyze the impact of stereotypical images on various audiences.
3-5	V	1.4	IA.3-5.V.1.4 Analyze elements and effects of visual media: Identify and explain the impact of differences between real life and the world created by visual media on various audiences.
3-5	V	1.5	IA.3-5.V.1.5 Analyze elements and effects of visual media: Predict potential effects on viewers.
3-5	V	1.6	IA.3-5.V.1.6 Analyze elements and effects of visual media: Discuss the presence of visual media in daily life.
6-8	V	1.4	IA.6-8.V.1.4 Analyze elements and effects of visual media: Identify and analyze the impact of common symbols from a multicultural perspective.
6-8	V	1.5	IA.6-8.V.1.5 Analyze elements and effects of visual media: Identify and analyze the use of common stereotypes from a multicultural perspective.
6-8	V	1.6	IA.6-8.V.1.6 Analyze elements and effects of visual media: Identify distorted representations of society presented by visual media.
6-8	V	1.9	IA.6-8.V.1.9 Analyze elements and effects of visual media: Discuss the presence of visual media in daily life, in society, and across cultures.
9-12	V	1	IA.9-12.V.1 Analyze the effects of visual media on society and culture.
9-12	V	1.1	IA.9-12.V.1.1 Identify purposes of visual media: * To entertain * To inform * To focus attention on an issue * To persuade * For artistic expression
9-12	V	1.5	IA.9-12.V.1.5 Analyze elements and effects of visual media: Recognize that visual media often present a distorted representation of society.
9-12	V	1.7	IA.9-12.V.1.7 Analyze elements and effects of visual media: Explore the role of power and profit in visual media production.
9-12	V	1.8	IA.9-12.V.1.8 Analyze elements and effects of visual media: Explain the influence of images and the ideas they represent on the perceptions, belief systems, and values in society and within cultures.

Grade	Strand[1]	Standard #[2]	Standard[2]
9-12	V	1.9	IA.9-12.V.1.9 Analyze elements and effects of visual media: Explain how various visual media and their messages are uniquely perceived and shape a viewer's perceptions of reality.
9-12	V	1.1	IA.9-12.V.1.10 Analyze elements and effects of visual media: Describe legal and ethical issues related to the use of visual media.
K-2	V	2.1	IA.K-2.V.2.1 Distinguish among the languages of communication: * Spoken * Written * Visual
K-2	V	2.3	IA.K-2.V.2.3 Use comprehension strategies: Activate prior knowledge: o Of content o Of the visual medium
K-2	V	2.4	IA.K-2.V.2.4 Use comprehension strategies: Predict and verify
K-2	V	2.5	IA.K-2.V.2.5 Use comprehension strategies: Ask and answer questions
K-2	V	2.6	IA.K-2.V.2.6 Use comprehension strategies: Draw inferences
K-2	V	2.7	IA.K-2.V.2.7 Use comprehension strategies: Identify main ideas
K-2	V	2.8	IA.K-2.V.2.8 Use comprehension strategies: Summarize
K-2	V	2.1	IA.K-2.V.2.10 Use comprehension strategies: Synthesize within a visual media
K-2	V	2.11	IA.K-2.V.2.11 Use comprehension strategies: Discuss and/or write: o Initial impressions
3-5	V	2.1	IA.3-5.V.2.1 Distinguish among the languages of communication: * Spoken * Written * Visual
3-5	V	2.3	IA.3-5.V.2.3 Use comprehension strategies: Activate prior knowledge: o Of content o Of informational and narrative text structures and elements o Of the visual medium
3-5	V	2.4	IA.3-5.V.2.4 Use comprehension strategies: Predict and verify
3-5	V	2.5	IA.3-5.V.2.5 Use comprehension strategies: Ask and answer questions
3-5	V	2.6	IA.3-5.V.2.6 Use comprehension strategies: Draw inferences
3-5	V	2.7	IA.3-5.V.2.7 Use comprehension strategies: Identify main ideas
3-5	V	2.8	IA.3-5.V.2.8 Use comprehension strategies: Summarize
3-5	V	2.9	IA.3-5.V.2.9 Use comprehension strategies: Draw conclusions
3-5	V	2.11	IA.3-5.V.2.11 Use comprehension strategies: Synthesize

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6-8	V	2.3	IA.6-8.V.2.3 Use comprehension strategies: Activate prior knowledge: o Of content o Of informational and narrative text structures and elements o Of the visual medium
6-8	V	2.5	IA.6-8.V.2.5 Use comprehension strategies: Ask and answer questions
6-8	V	2.8	IA.6-8.V.2.8 Use comprehension strategies: Summarize
6-8	V	2.9	IA.6-8.V.2.9 Use comprehension strategies: Draw conclusions
6-8	V	2.11	IA.6-8.V.2.11 Use comprehension strategies: Synthesize
6-8	V	2.12	IA.6-8.V.2.12 Use comprehension strategies: Discuss and/or write: o Appeal of different elements o An interpretation o An evaluation o A reflection
9-12	V	2	IA.9-12.V.2 Use a range of strategies to interpret visual media.
9-12	V	2.1	IA.9-12.V.2.1 Distinguish among the languages of communication: * Spoken * Written * Visual
9-12	V	2.2	IA.9-12.V.2.2 Use comprehension strategies: Identify and analyze the purpose and the elements used to convey purpose in a visual medium: o Bias o Tone o Viewpoints o Symbols o Stereotypes o Themes or lessons
9-12	V	2.4	IA.9-12.V.2.4 Use comprehension strategies: Predict and verify
9-12	V	2.5	IA.9-12.V.2.5 Use comprehension strategies: Ask and answer questions
9-12	V	2.6	IA.9-12.V.2.6 Use comprehension strategies: Draw inferences
9-12	V	2.7	IA.9-12.V.2.7 Use comprehension strategies: Identify main ideas
9-12	V	2.8	IA.9-12.V.2.8 Use comprehension strategies: Summarize
9-12	V	2.9	IA.9-12.V.2.9 Use comprehension strategies: Draw conclusions
9-12	V	2.11	IA.9-12.V.2.11 Use comprehension strategies: Synthesize: o Analyze a visual medium across a period of time. o Write a review of a visual medium. o Construct an original visual media message.
K-2	V	3.1	IA.K-2.V.3.1 Evaluate information: * Quality * Coverage

Grade	Strand[1]	Standard #[2]	Standard[2]
K-2	V	3.2	IA.K-2.V.3.2 Analyze and evaluate the use of media to portray information: Discuss various ways information is presented in the media.
K-2	V	4	IA.K-2.V.4 Explain the role of advertising as part of an informational media presentation. (Visual Narratives: The most common visual narratives are film, video, and live performances; but series of illustrations or photographs, too, can tell stories. Recent contemporary texts include graphic novels.)
K-2	V	4.1	IA.K-2.V.4.1 Explain how literary forms and elements are represented in visual narratives (e.g., characters from a novel are portrayed in a live performance through clothing, facial expressions, body language, gestures, actions, and interactions with other characters; characterization in a graphic novel is conveyed through color and shape).
K-2	V	4.2	IA.K-2.V.4.2 Explain the use and meaning of symbols and images in visual narratives.
K-2	V	4.3	IA.K-2.V.4.3 Explain how different elements of a visual narrative affect a viewer's perceptions of characters (e.g., a "hero" or "villain").
3-5	V	4	IA.3-5.V.4 Explain the role of advertising as part of an informational media presentation. (Visual Narratives: The most common visual narratives are film, video, and live performances; but series of illustrations or photographs, too, can tell stories. Recent contemporary texts include graphic novels.)
3-5	V	4.2	IA.3-5.V.4.2 Explain how elements of visual narrative (including visual, aural, oral, and kinesthetic components) work interdependently to represent a literary form (e.g., setting in a video is conveyed through music, sound effects, lighting, and camera angles and distance).
3-5	V	4.4	IA.3-5.V.4.4 Compare and contrast literary forms and visual narratives.
6-8	V	4	IA.6-8.V.4 Explain the role of advertising as part of an informational media presentation. (Visual Narratives: The most common visual narratives are film, video, and live performances; but series of illustrations or photographs, too, can tell stories. Recent contemporary texts include graphic novels.)
6-8	V	4.3	IA.6-8.V.4.3 Identify techniques used in visual narratives to influence or appeal to a particular audience.
6-8	V	4.4	IA.6-8.V.4.4 Explain the use and meaning of images, symbols, and stereotypes (physical characteristics, manners of speech, beliefs and attitudes).
6-8	V	4.5	IA.6-8.V.4.5 Explain how the visual elements portray a character's motivations and decisions.
6-8	V	4.7	IA.6-8.V.4.7 Compare and contrast literary forms and visual narratives.

Grade	Strand[1]	Standard #[2]	Standard[2]
9-12	V	4	IA.9-12.V.4 Explain the role of advertising as part of an informational media presentation. (Visual Narratives: The most common visual narratives are film, video, and live performances; but series of illustrations or photographs, too, can tell stories. Recent contemporary texts include graphic novels.)
9-12	V	4.1	IA.9-12.V.4.1 Explain how literary forms and elements are represented in visual narratives (e.g., characters from a novel are portrayed in a live performance through clothing, facial expressions, body language, gestures, actions, and interactions with other characters; characterization in a graphic novel is conveyed through color and shape).
9-12	V	4.2	IA.9-12.V.4.2 Explain how elements of visual narrative (including visual, aural, oral, and kinesthetic components) work interdependently to represent a literary form (e.g., setting in a video is conveyed through music, sound effects, lighting, and camera angles and distance).
9-12	V	4.3	IA.9-12.V.4.3 Identify techniques used in visual narratives to influence or appeal to a particular audience.
9-12	V	4.4	IA.9-12.V.4.4 Explain the use and meaning of images, symbols, and stereotypes (physical characteristics, manners of speech, beliefs and attitudes).
9-12	V	4.5	IA.9-12.V.4.5 Explain how the visual elements portray a character's motivations and decisions.
9-12	V	4.6	IA.9-12.V.4.6 Analyze the use of visual elements to portray literary devices (e.g., foreshadowing, symbolism).
9-12	V	4.7	IA.9-12.V.4.7 Compare and contrast literary forms and visual narratives.
9-12	V	4.8	IA.9-12.V.4.8 Explain how editing shapes meaning in visual media.

[1]The Achieve tools used for this study used the term ***Strand*** for the Iowa Core Disciplines.
[2]The Achieve tools used for this study used the term ***Standard*** for the Iowa Core Essential Concepts/Skill Sets and Details.