

**Common Core State Standards with no Iowa Core Matches -
English/Language Arts**

Key

R = Reading (appears by itself only with College and Career Readiness Anchor Standards for Reading)

K-12 English Language Arts

R.L = Reading for Literature

R.I = Reading for Informational Text

R.F = Reading: Foundational Skills (grades K-5)

W = Writing

SL = Speaking and Listening

L = Language

6-12 History/Social Studies, Science, and Technical Subjects

R.H = Reading for Literacy in History/Social Studies

R.ST = Reading for Literacy in Science and Technical Subjects

W.HST = Writing for Literacy in History/Social Studies, Science, and Technical Subjects

Grade	Strand	Standard #	Standard
K	R.L	10	CC.K.R.L.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
2	R.L	9	CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
3	R.L	9	CC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
K	R.I	9	CC.K.R.I.9 Integration of Knowledge and Ideas: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
K	R.I	10	CC.K.R.I.10 Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.
1	R.I	9	CC.1.R.I.9 Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
2	R.I	3	CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
2	R.I	9	CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.
3	R.I	9	CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.
4	R.I	6	CC.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Grade	Strand	Standard #	Standard
4	R.I	9	CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
5	R.I	6	CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
5	R.I	9	CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
K	SL	5	CC.K.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.
1	SL	5	CC.1.SL.5 Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
K	L	1.a	CC.K.L.1.a Conventions of Standard English: Print many upper- and lowercase letters.
K	L	4.b	CC.K.L.4.b Vocabulary Acquisition and Use: Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
K	L	5.d	CC.K.L.5.d Vocabulary Acquisition and Use: Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
1	L	1.a	CC.1.L.1.a Conventions of Standard English: Print all upper- and lowercase letters.
1	L	1.f	CC.1.L.1.f Conventions of Standard English: Use frequently occurring adjectives.
1	L	1.g	CC.1.L.1.g Conventions of Standard English: Use frequently occurring conjunctions (e.g., and, but, or, so, because).
1	L	1.h	CC.1.L.1.h Conventions of Standard English: Use determiners (e.g., articles, demonstratives).
1	L	1.i	CC.1.L.1.i Conventions of Standard English: Use frequently occurring prepositions (e.g., during, beyond, toward).
1	L	2.c	CC.1.L.2.c Conventions of Standard English: Use commas in dates and to separate single words in a series.
2	L	1.e	CC.2.L.1.e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.
2	L	2.b	CC.2.L.2.b Conventions of Standard English: Use commas in greetings and closings of letters.
2	L	2.c	CC.2.L.2.c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.

Grade	Strand	Standard #	Standard
3	L	3.b	CC.3.L.3.b Knowledge of Language: Recognize and observe differences between the conventions of spoken and written standard English.
3	L	5.b	CC.3.L.5.b Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
3	L	5.c	CC.3.L.5.c Vocabulary Acquisition and Use: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
4	L	1.c	CC.4.L.1.c Conventions of Standard English: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
4	L	1.g	CC.4.L.1.g Conventions of Standard English: Correctly use frequently confused words (e.g., to, too, two; there, their).*
4	L	5.a	CC.4.L.5.a Vocabulary Acquisition and Use: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
4	L	5.b	CC.4.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs.
5	L	3.b	CC.5.L.3.b Knowledge of Language: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
5	L	5.a	CC.5.L.5.a Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context.
6	R.I	9	CC.6.R.1.9 Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
7	R.I	9	CC.7.R.1.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
6	W	1.d	CC.6.W.1.d Text Types and Purposes: Establish and maintain a formal style.
6	W	1.e	CC.6.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from the argument presented.
6	W	2.c	CC.6.W.2.c Text Types and Purposes: Use appropriate transitions to clarify the relationships among ideas and concepts.
6	W	2.e	CC.6.W.2.e Text Types and Purposes: Establish and maintain a formal style.
6	W	2.f	CC.6.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from the information or explanation presented.

Grade	Strand	Standard #	Standard
6	W	3.e	CC.6.W.3.e Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.
7	W	1.d	CC.7.W.1.d Text Types and Purposes: Establish and maintain a formal style.
7	W	1.e	CC.7.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
7	W	2.c	CC.7.W.2.c Text Types and Purposes: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
7	W	2.e	CC.7.W.2.e Text Types and Purposes: Establish and maintain a formal style.
7	W	2.f	CC.7.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.
7	W	3.e	CC.7.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.
8	W	1.d	CC.8.W.1.d Text Types and Purposes: Establish and maintain a formal style.
8	W	1.e	CC.8.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
8	W	2.c	CC.8.W.2.c Text Types and Purposes: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
8	W	2.e	CC.8.W.2.e Text Types and Purposes: Establish and maintain a formal style.
8	W	2.f	CC.8.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.
8	W	3.e	CC.8.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on the narrated experiences or events.
6	L	4	CC.6.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
6	L	5.a	CC.6.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.
6	L	5.c	CC.6.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwhasteful, thrifty).
7	L	4	CC.7.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

Grade	Strand	Standard #	Standard
7	L	5.a	CC.7.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
7	L	5.b	CC.7.L.5.b Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
7	L	5.c	CC.7.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
8	L	5.c	CC.8.L.5.c Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
6-8	R.H	6	CC.6-8.R.H.6 Craft and Structure: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
6-8	R.H	8	CC.6-8.R.H.8 Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.
6-8	R.H	9	CC.6-8.R.H.9 Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.
6-8	R.ST	3	CC.6-8.R.ST.3 Key Ideas and Details: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
6-8	R.ST	9	CC.6-8.R.ST.9 Integration of Knowledge and Ideas: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
6-8	W.HST	1.d	CC.6-8.W.HST.1.d Text Types and Purposes: Establish and maintain a formal style.
6-8	W.HST	1.e	CC.6-8.W.HST.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
6-8	W.HST	2.c	CC.6-8.W.HST.2.c Text Types and Purposes: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
6-8	W.HST	2.e	CC.6-8.W.HST.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone.
6-8	W.HST	2.f	CC.6-8.W.HST.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.