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**Examples of Benchmarks (continued)**

Abigail has a pile of photographs and blank paper. “What are you making?” asks a caring adult. Abigail responds, “I’m making a photo album. See? I have pictures of when I was a little baby. That was a long time ago. And here is one from yesterday. And I’ll take more pictures tomorrow and next year at my birthday and add them to my photo album too.”

“I got a puppy yesterday,” says Marla. “I had a dog,” Martin adds, “but he went to live on a farm. That was a long time ago, I was little then.” Spencer says, “My mom says I can get a dog, but not until I’m bigger.”

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**Adult Supports**

With preschool age children, adults:

- provide opportunities for *each* child to explore materials that can encourage the retelling of stories and past experiences such as dramatic play props, puppets, books, and art materials.
- guide children to recall past experiences by asking them open-ended questions.
- encourage children to connect their present experiences with their past experiences.
- encourage children to bring in photographs to share that demonstrate past events and experiences.
- allow flexibility in program or service goals so they can reflect and be responsive to a child’s past experiences or the past experiences of her/his family.
- engage children often in conversations related to events and experiences in their lives.
- take pictures of children’s experiences and make them accessible to encourage conversation on past events.

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**References**

- Friedman, W. J. (1991). The development of children’s memory for the time of past events. *Child Development, 62*, 139- 155.
- Friedman, W. J., Gardner, A. G., & Zubin, N. R. E. (1995). Children’s comparisons of the recency of two events from the past year. *Child Development, 66*, 970-983.
- Nelson, K., & Fivush, R. (2004). The emergence of autobiographical memory: A social cultural developmental theory. *Psychological Review, 111*(2), 486-511.

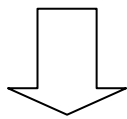


## V. ALIGNMENT TO THE IOWA CORE

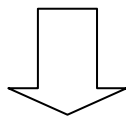
The alignments of the IELS and the Iowa Core provide a comprehensive framework for curriculum, instruction and assessment practices for children from birth through kindergarten. The alignments link the age-appropriate expectations of infants, toddlers, and preschoolers to knowledge that children should master by the end of kindergarten. Furthermore, they provide an illustration of how learning at the earliest ages cumulatively builds to support academic and social success for children as they enter the K-12 educational system.

Two alignment documents represent how the IELS serve as precursory learning for the expectations of the Iowa Core in kindergarten. One document illustrates an alignment of the IELS with Iowa Core English Language Arts Standards for kindergarten, and the other document illustrates an alignment with Iowa Core Mathematics Standards for content and practices in kindergarten.

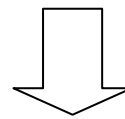
Three columns represent the two age groups of the IELS and the kindergarten standards of the Iowa Core. The left column provides the infant/toddler standards, the middle column provides the preschool standards, and the right column provides the kindergarten standards from the Iowa Core:



Infant/Toddler:  
Birth – 3 Years



Preschool:  
3 – 5 Years



Kindergarten:

The English Language Arts represents six elements of literacy which include the following:

- Reading Standards for Literature (fiction);
- Reading Standards for Informational Texts (nonfiction);
- Reading Standards: Foundational Skills (concepts of print, the alphabetic principle, basic writing conventions);
- Writing Standards;
- Language Standards (English grammar usage); and
- Speaking and Listening Standards.

These elements are identified by headings at the top of applicable pages.

Mathematical content standards are listed by mathematical domains and include the following:

- Counting and Cardinality;
- Operations and Algebraic Thinking;
- Number and Operations in Base Ten;
- Measurement and Data; and
- Geometry.

Each of the domains is identified in the column representing kindergarten.

In addition to the Standards for Mathematical Content, the Iowa Core also identifies Standards for Mathematical Practices. The eight mathematical practices represent abstract, conceptual knowledge that children acquire through repeated learning opportunities with problem solving, reasoning, and communication skills. It is important to note, these are practices rather than measurable skills. The Standards for Mathematical Practices in the Iowa Core are as follows:

1. Make sense of problems and persevere in solving them;
2. Reason abstractly and quantitatively;
3. Construct viable arguments and critique the reasoning of others;
4. Model with mathematics;
5. Use appropriate tools strategically;
6. Attention to precision;
7. Look for and make use of structure; and
8. Look for and express regularity in repeated reasoning.

The Standards for Mathematical Practices are provided in a table format at the end of the alignment document for mathematics. The table illustrates how the infant/toddler and preschool Iowa Early Learning Standards are embedded within each of the Standards for Mathematical Practices. Examples are also provided as to how the mathematical practices might be demonstrated by children in the two age groups.

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
Approaches to Learning (Area 2) Communication, Language, and Literacy (Area 4)	Approaches to Learning (Area 9) Communication, Language, and Literacy (Area 11)	Key Ideas and Details Craft and Structure
<p><u><i>Curiosity and Initiative (2.1)</i></u> <b>Standard:</b> Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>Shows interest in people, objects, and events.</li> <li>Uses their senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.</li> <li>Actively plays with or near adults, other children, and materials.</li> </ol> <p><u><i>Engagement and Persistence (2.2)</i></u> <b>Standard:</b> Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>Holds attention of familiar adult; for example, through eye contact or vocalizations.</li> <li>Repeats familiar and newly learned experiences.</li> <li>Actively maintains focus on people or objects of interest, play experiences, or novel events.</li> <li>Persists in the face of frustration.</li> </ol>	<p><u><i>Curiosity and Initiative (9.1)</i></u> <b>Standard:</b> Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>Deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.</li> <li>Participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.</li> <li>Asks questions about a variety of topics.</li> <li>Repeats skills and experiences to build competence and support the exploration of new ideas.</li> </ol> <p><u><i>Engagement and Persistence (9.2)</i></u> <b>Standard:</b> Children purposefully choose and persist in experiences and play.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>Persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.</li> <li>Maintains concentration on a task despite distractions and interruptions.</li> <li>Sets goals and follows a plan in order to complete a task.</li> <li>Chooses to participate in play and learning experiences.</li> </ol>	<ol style="list-style-type: none"> <li>With prompting and support, ask and answer questions about key details in a text. <b>(RL.K.1)</b></li> <li>With prompting and support, retell familiar stories, including key details. <b>(RL.K.2)</b></li> <li>With prompting and support, identify characters, settings, and major events in a story. <b>(RL.K.3)</b></li> <li>Ask and answer questions about unknown words in a text. <b>(RL.K.4)</b></li> <li>Recognize common types of texts (e.g. storybooks, poems). <b>(RL.K.5)</b></li> <li>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <b>(RL.K.6)</b></li> </ol> <p>IA. 1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</p>

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Reasoning and Problem Solving (2.3)</u></p> <p><b>Standard:</b> Infants and toddlers demonstrate strategies for reasoning and problem solving.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.</li> <li>2. Experiments to find a solution to a problem.</li> <li>3. Imitates an adult action to solve a problem.</li> <li>4. Recognizes difficulties and adjusts actions to correct mistakes.</li> <li>5. Seeks and accepts help when encountering a problem beyond his/her ability to solve independently.</li> </ol> <p><u>Language Understanding and Use (4.1)</u></p> <p><b>Standard:</b> Infants and toddlers understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</li> <li>2. Uses vocalizations and gestures to gain attention from others.</li> <li>3. Uses vocalizations and gestures to communicate wants and needs.</li> <li>4. Increases both listening (receptive) and speaking (expressive) vocabulary.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Progresses to using words then simple sentences to communicate.</li> <li>6. Participates in conversations, using both receptive (listening) and expressive (speaking) language skills.</li> <li>7. Answers simple questions.</li> <li>8. Follows simple directions.</li> </ol>	<p><u>Reasoning and Problem Solving (9.3)</u></p> <p><b>Standard:</b> Children demonstrate strategies for reasoning and problem solving.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Shows interest in and finds a variety of solutions to questions, tasks, or problems.</li> <li>2. Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.</li> <li>3. Shares ideas or makes suggestions of how to solve a problem presented by another person.</li> </ol> <p><u>Language Understanding and Use (11.1)</u></p> <p><b>Standard:</b> Children understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.</li> <li>2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.</li> <li>3. Speaks in phrases and sentences of increasing length and complexity.</li> <li>4. Follows oral directions that involve several actions.</li> <li>5. Asks and answers a variety of questions.</li> <li>6. Demonstrates knowledge of the rules of conversations such as taking turns while speaking.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Early Literacy (4.2)</u> <b>Standard:</b> Infants and toddlers engage in early reading experiences.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</li> <li>2. Focuses on a book or the reader when hearing stories read to him/her.</li> <li>3. Gazes at or points to pictures in books.</li> <li>4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Points to, labels, and/or talks about objects, events, or people within books.</li> <li>6. Enjoys and repeats songs, rhymes, or fingerplays.</li> <li>7. Answers simple questions related to books.</li> </ol>	<p>The child, who is an English language learner, also:</p> <ol style="list-style-type: none"> <li>7. Uses their home language to communicate with people who speak the same home language.</li> <li>8. Demonstrates receptive (listening) English language skills to be able to comprehend the English language.</li> <li>9. Demonstrates expressive (speaking) English language skills to build speaking capabilities in English.</li> <li>10. Demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.</li> </ol> <p><u>Early Literacy (11.2)</u> <b>Standard:</b> Children engage in early reading experiences.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Expresses an interest and enjoyment in listening to books and attempts to read familiar books.</li> <li>2. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).</li> <li>3. Shows an awareness of environmental print such as pointing to familiar words or letters.</li> <li>4. Identifies some alphabet letters by their shapes, especially those in his/her own name.</li> <li>5. Recognizes the printed form of his or her name in a variety of contexts.</li> <li>6. Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as plot or characters.</li> <li>7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
Communication, Language, and Literacy (Area 4)	Communication, Language, and Literacy (Area 11)	Integration of Knowledge and Ideas
<p><u>Language Understanding and Use (4.1)</u></p> <p><b>Standard:</b> Infants and toddlers understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</li> <li>2. Uses vocalizations and gestures to gain attention from others.</li> <li>3. Uses vocalizations and gestures to communicate wants and needs.</li> <li>4. Increases both listening (receptive) and speaking (expressive) vocabulary.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Progresses to using words then simple sentences to communicate.</li> <li>6. Participates in conversations, using both receptive (listening) and expressive (speaking) language skills.</li> <li>7. Answers simple questions.</li> <li>8. Follows simple directions.</li> </ol>	<p><u>Language Understanding and Use (11.1)</u></p> <p><b>Standard:</b> Children understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.</li> <li>2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.</li> <li>3. Speaks in phrases and sentences of increasing length and complexity.</li> <li>4. Follows oral directions that involve several actions.</li> <li>5. Asks and answers a variety of questions.</li> <li>6. Demonstrates knowledge of the rules of conversations such as taking turns while speaking.</li> </ol> <p>The child, who is an English language learner, also:</p> <ol style="list-style-type: none"> <li>7. Uses their home language to communicate with people who speak the same home language.</li> <li>8. Demonstrates receptive (listening) English language skills to be able to comprehend the English language.</li> <li>9. Demonstrates expressive (speaking) English language skills to build speaking capabilities in English.</li> <li>10. Demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.</li> </ol>	<ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). <b>(RL.K.7)</b></li> <li>8. (Not applicable to literature) <b>(RL.K.8)</b></li> <li>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <b>(RL.K.9)</b></li> </ol>

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Early Literacy (4.2)</u></p> <p><b>Standard:</b> Infants and toddlers engage in early reading experiences.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</li> <li>2. Focuses on a book or the reader when hearing stories read to him/her.</li> <li>3. Gazes at or points to pictures in books.</li> <li>4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Points to, labels, and/or talks about objects, events, or people within books.</li> <li>6. Enjoys and repeats songs, rhymes, or fingerplays.</li> <li>7. Answers simple questions related to books.</li> </ol>	<p><u>Early Literacy (11.2)</u></p> <p><b>Standard:</b> Children engage in early reading experiences.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Expresses an interest and enjoyment in listening to books and attempts to read familiar books.</li> <li>2. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).</li> <li>3. Shows an awareness of environmental print such as pointing to familiar words or letters.</li> <li>4. Identifies some alphabet letters by their shapes, especially those in his/her own name.</li> <li>5. Recognizes the printed form of his or her name in a variety of contexts.</li> <li>6. Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as plot or characters.</li> <li>7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.</li> </ol>	



## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<b>Approaches to Learning (Area 2)</b> <b>Social &amp; Emotional Development (Area 3)</b> <b>Communication, Language, and Literacy (Area 4)</b> <b>Social Studies (Area 7)</b>	<b>Approaches to Learning (Area 9)</b> <b>Social &amp; Emotional Development (Area 10)</b> <b>Communication, Language, and Literacy (Area 11)</b> <b>Social Studies (Area 14)</b>	<b>Range of Reading and Level of Text Complexity</b>
<p><u><i>Engagement and Persistence (2.2)</i></u>  <b>Standard:</b>                      Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Holds attention of familiar adult; for example, through eye contact or vocalizations.</li> <li>2. Repeats familiar and newly learned experiences.</li> <li>3. Actively maintains focus on people or objects of interest, play experiences, or novel events.</li> <li>4. Persists in the face of frustration.</li> </ol>	<p><u><i>Engagement and Persistence (9.2)</i></u>  <b>Standard:</b>                      Children purposefully choose and persist in experiences and play.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.</li> <li>2. Maintains concentration on a task despite distractions and interruptions.</li> <li>3. Sets goals and follows a plan in order to complete a task.</li> <li>4. Chooses to participate in play and learning experiences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively engage in group reading activities with purpose and understanding. <b>(RL.K.10)</b></li> </ol>
<p><u><i>Reasoning and Problem Solving (2.3)</i></u>  <b>Standard:</b>                      Infants and toddlers demonstrate strategies for reasoning and problem solving.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.</li> <li>2. Experiments to find a solution to a problem.</li> <li>3. Imitates an adult action to solve a problem.</li> <li>4. Recognizes difficulties and adjusts actions to correct mistakes.</li> <li>5. Seeks and accepts help when encountering a problem beyond his/her ability to solve independently.</li> </ol>	<p><u><i>Reasoning and Problem Solving (9.3)</i></u>  <b>Standard:</b>                      Children demonstrate strategies for reasoning and problem solving.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Shows interest in and finds a variety of solutions to questions, tasks, or problems.</li> <li>2. Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.</li> <li>3. Shares ideas or makes suggestions of how to solve a problem presented by another person.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Self (3.1)</u> <b>Standard:</b> Infants and toddlers display a positive sense of self.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to familiar adults’ and children’s interactions through using behaviors such as gazing, cuddling, and accepting assistance.</li> <li>2. Explores his/her own body.</li> <li>3. Shows awareness of self, such as responding to own image in mirror.</li> <li>4. Shows preferences for toys and experiences.</li> <li>5. Expresses enjoyment.</li> <li>6. Begins to recognize own power by showing interest in making choices or expressing preferences.</li> </ol> <p><u>Self-Regulation (3.2)</u> <b>Standard:</b> Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.</li> <li>2. Comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.</li> <li>3. Responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.</li> <li>4. Shows increasing ability to recognize own feelings, including simple (e.g., mad, glad) and complex (e.g., excited, frustrated, disappointed) feelings.</li> </ol>	<p><u>Self (10.1)</u> <b>Standard:</b> Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Expresses a positive sense of self in terms of specific abilities.</li> <li>2. Expresses needs, wants, opinions, and feelings in socially appropriate ways.</li> <li>3. Demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.</li> <li>4. Recognizes own power to make choices.</li> </ol> <p><u>Self Regulation (10.2)</u> <b>Standard:</b> Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations.</li> <li>2. Persists with difficult tasks without becoming overly frustrated.</li> <li>3. Begins to accept consequences of his/her own actions.</li> <li>4. Manages transitions and changes to routines.</li> <li>5. States feelings, needs, and opinions in difficult situations without harming self, others, or property.</li> <li>6. Expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p>5. Begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.</p> <p>6. Begins to control behavior through following simple rules and limits in a variety of settings.</p> <p>7. Begins to transition between feeling states with guidance from a caring adult.</p> <p><u><i>Relationship with Adults (3.3)</i></u>  <b>Standard:</b>                      Infants and toddlers relate positively with significant adults.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult’s voice.</li> <li>2. Accepts assistance and comfort from familiar adults.</li> <li>3. Seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult’s voice, or touching the adult.</li> <li>4. Shows discomfort at separations from familiar adults.</li> <li>5. Seeks help from familiar adults in unfamiliar situations.</li> <li>6. Explores the environment, both indoors and outdoors, but may return to a caring adult periodically for security.</li> <li>7. Begins to imitate or portray roles and relationships.</li> <li>8. Imitates adult behaviors.</li> </ol>	<p><u><i>Relationships with Adults (10.3)</i></u>  <b>Standard:</b>                      Children relate positively with significant adults.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Interacts comfortably with familiar adults.</li> <li>2. Accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.</li> <li>3. Expresses affection toward familiar adults.</li> <li>4. Shows trust in familiar adults.</li> <li>5. Seeks help, as needed, from familiar adults.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u><i>Relationships with Children (3.4)</i></u>  <b>Standard:</b>                      Infants and toddlers respond to and initiate interactions with other children.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.</li> <li>2. Accepts help from familiar adults in interactions with other children.</li> <li>3. Begins to demonstrate empathy for others.</li> <li>4. Starts interacting and playing with peers, including showing interest in them or calling them by name.</li> <li>5. Develops an awareness of his/her behavior and how it affects others.</li> <li>6. Imitates other children’s behaviors.</li> </ol>	<p><u><i>Relationships with Children (10.4)</i></u>  <b>Standard:</b>                      Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Initiates and sustains positive interactions with peers.</li> <li>2. Develops friendships with other peers.</li> <li>3. Negotiates with others to resolve disagreements.</li> <li>4. Starts to demonstrate turn taking and sharing with others.</li> <li>5. Expresses empathy to peers.</li> <li>6. Accepts consequences of his/her actions.</li> <li>7. Recognizes how behaviors can affect others.</li> <li>8. Demonstrates caring behaviors.</li> </ol>	
<p><u><i>Language Understanding and Use (4.1)</i></u>  <b>Standard:</b>                      Infants and toddlers understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</li> <li>2. Uses vocalizations and gestures to gain attention from others.</li> <li>3. Uses vocalizations and gestures to communicate wants and needs.</li> <li>4. Increases both listening (receptive) and speaking (expressive) vocabulary.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Progresses to using words then simple sentences to communicate.</li> <li>6. Participates in conversations, using both receptive (listening) and expressive (speaking) language skills.</li> <li>7. Answers simple questions.</li> <li>8. Follows simple directions.</li> </ol>	<p><u><i>Language Understanding and Use (11.1)</i></u>  <b>Standard:</b>                      Children understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.</li> <li>2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.</li> <li>3. Speaks in phrases and sentences of increasing length and complexity.</li> <li>4. Follows oral directions that involve several actions.</li> <li>5. Asks and answers a variety of questions.</li> <li>6. Demonstrates knowledge of the rules of conversations such as taking turns while speaking.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Early Literacy (4.2)</u> <b>Standard:</b> Infants and toddlers engage in early reading experiences.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</li> <li>2. Focuses on a book or the reader when hearing stories read to him/her.</li> <li>3. Gazes at or points to pictures in books.</li> <li>4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Points to, labels, and/or talks about objects, events, or people within books.</li> <li>6. Enjoys and repeats songs, rhymes, or fingerplays.</li> <li>7. Answers simple questions related to books.</li> </ol>	<p>The child, who is an English language learner, also:</p> <ol style="list-style-type: none"> <li>7. Uses their home language to communicate with people who speak the same home language.</li> <li>8. Demonstrates receptive (listening) English language skills to be able to comprehend the English language.</li> <li>9. Demonstrates expressive (speaking) English language skills to build speaking capabilities in English.</li> <li>10. Demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.</li> </ol> <p><u>Early Literacy (11.2)</u> <b>Standard:</b> Children engage in early reading experiences.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Expresses an interest and enjoyment in listening to books and attempts to read familiar books.</li> <li>2. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).</li> <li>3. Shows an awareness of environmental print such as pointing to familiar words or letters.</li> <li>4. Identifies some alphabet letters by their shapes, especially those in his/her own name.</li> <li>5. Recognizes the printed form of his or her name in a variety of contexts.</li> <li>6. Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as plot or characters.</li> <li>7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Literature

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u><i>Awareness of Family and Community (7.1)</i></u></p> <p><b>Standard:</b> Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.</p> <p><b>Benchmarks:</b> The infant and toddler:</p> <ol style="list-style-type: none"> <li>1. Expresses enjoyment at being in a familiar setting or group.</li> <li>2. Recognizes familiar adults and uses them to determine safety during exploration.</li> <li>3. Freely explores and plays within familiar settings.</li> </ol>	<p><u><i>Awareness of Family and Community (14.1)</i></u></p> <p><b>Standard:</b> Children demonstrate an increasing awareness of belonging to a family and community.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that communities are composed of groups of people who live, play, or work together.</li> <li>2. Demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.</li> <li>3. Demonstrates responsibility as a member of a family or community.</li> <li>4. Shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.</li> <li>5. Participates in creating and following rules and routines.</li> <li>6. Demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.</li> </ol>	
<p><u><i>Exploration of the Environment (7.3)</i></u></p> <p><b>Standard:</b> Infants and toddlers explore new environments with interest and recognize familiar places.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Demonstrates interest and curiosity within familiar and unfamiliar settings.</li> <li>2. Explores and plays with new, as well as familiar objects, in the environment using all five senses.</li> </ol>	<p><u><i>Awareness of Past (14.4)</i></u></p> <p><b>Standard:</b> Children demonstrate an increasing awareness of past events and how those events relate to one’s self, family, and community.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Differentiates between past, present, and future.</li> <li>2. Represents events and experiences that occurred in the past through words, play, and art.</li> <li>3. Uses past events to construct meaning of the world.</li> <li>4. Understands that events happened in the past and that the events relate to oneself, family, community, and culture.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
Approaches to Learning (Area 2) Communication, Language, and Literacy (Area 4)	Approaches to Learning (Area 9) Communication, Language, and Literacy (Area 11)	Key Ideas and Details Craft and Structure
<p><u><i>Curiosity and Initiative (2.1)</i></u> <b>Standard:</b> Infants and toddlers express curiosity and initiative in exploring the environment and learning new skills.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>Shows interest in people, objects, and events.</li> <li>Uses their senses to choose, explore, and manipulate a variety of objects or toys in a variety of ways.</li> <li>Actively plays with or near adults, other children, and materials.</li> </ol> <p><u><i>Engagement and Persistence (2.2)</i></u> <b>Standard:</b> Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>Holds attention of familiar adult; for example, through eye contact or vocalizations.</li> <li>Repeats familiar and newly learned experiences.</li> <li>Actively maintains focus on people or objects of interest, play experiences, or novel events.</li> <li>Persists in the face of frustration.</li> </ol>	<p><u><i>Curiosity and Initiative (9.1)</i></u> <b>Standard:</b> Children express curiosity, interest, and initiative in exploring the environment, engaging in experiences, and learning new skills.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>Deliberately chooses to explore a variety of materials and experiences, seeking out new challenges.</li> <li>Participates in experiences with eagerness, flexibility, imagination, independence, and inventiveness.</li> <li>Asks questions about a variety of topics.</li> <li>Repeats skills and experiences to build competence and support the exploration of new ideas.</li> </ol> <p><u><i>Engagement and Persistence (9.2)</i></u> <b>Standard:</b> Children purposefully choose and persist in experiences and play.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>Persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.</li> <li>Maintains concentration on a task despite distractions and interruptions.</li> <li>Sets goals and follows a plan in order to complete a task.</li> <li>Chooses to participate in play and learning experiences.</li> </ol>	<ol style="list-style-type: none"> <li>With prompting and support, ask and answer questions about key details in a text. <b>(RI.K.1)</b></li> <li>With prompting and support, identify the main topic and retell key details of a text. <b>(RI.K.2)</b></li> <li>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. <b>(RI.K.3)</b></li> <li>With prompting and support, ask and answer questions about unknown words in a text. <b>(RI.K.4)</b></li> <li>Identify the front cover, back cover, and title page of a book. <b>(RI.K.5)</b></li> <li>Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <b>(RI.K.6)</b></li> </ol> <p>IA. 1. Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.</p>

## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u><i>Reasoning and Problem Solving (2.3)</i></u>  <b>Standard:</b>                      Infants and toddlers demonstrate strategies for reasoning and problem solving.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.</li> <li>2. Experiments to find a solution to a problem.</li> <li>3. Imitates an adult action to solve a problem.</li> <li>4. Recognizes difficulties and adjusts actions to correct mistakes.</li> <li>5. Seeks and accepts help when encountering a problem beyond his/her ability to solve independently.</li> </ol> <p><u><i>Language Understanding and Use (4.1)</i></u>  <b>Standard:</b>                      Infants and toddlers understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</li> <li>2. Uses vocalizations and gestures to gain attention from others.</li> <li>3. Uses vocalizations and gestures to communicate wants and needs.</li> <li>4. Increases both listening (receptive) and speaking (expressive) vocabulary.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Progresses to using words then simple sentences to communicate.</li> <li>6. Participates in conversations, using both receptive (listening) and expressive (speaking) language skills.</li> <li>7. Answers simple questions.</li> <li>8. Follows simple directions.</li> </ol>	<p><u><i>Reasoning and Problem Solving (9.3)</i></u>  <b>Standard:</b>                      Children demonstrate strategies for reasoning and problem solving.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Shows interest in and finds a variety of solutions to questions, tasks, or problems.</li> <li>2. Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.</li> <li>3. Shares ideas or makes suggestions of how to solve a problem presented by another person.</li> </ol> <p><u><i>Language Understanding and Use (11.1)</i></u>  <b>Standard:</b>                      Children understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.</li> <li>2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.</li> <li>3. Speaks in phrases and sentences of increasing length and complexity.</li> <li>4. Follows oral directions that involve several actions.</li> <li>5. Asks and answers a variety of questions.</li> <li>6. Demonstrates knowledge of the rules of conversations such as taking turns while speaking.</li> </ol>	



## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Early Literacy (4.2)</u> <b>Standard:</b> Infants and toddlers engage in early reading experiences.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</li> <li>2. Focuses on a book or the reader when hearing stories read to him/her.</li> <li>3. Gazes at or points to pictures in books.</li> <li>4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Points to, labels, and/or talks about objects, events, or people within books.</li> <li>6. Enjoys and repeats songs, rhymes, or fingerplays.</li> <li>7. Answers simple questions related to books.</li> </ol>	<p>The child, who is an English language learner, also:</p> <ol style="list-style-type: none"> <li>7. Uses their home language to communicate with people who speak the same home language.</li> <li>8. Demonstrates receptive (listening) English language skills to be able to comprehend the English language.</li> <li>9. Demonstrates expressive (speaking) English language skills to build speaking capabilities in English.</li> <li>10. Demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.</li> </ol> <p><u>Early Literacy (11.2)</u> <b>Standard:</b> Children engage in early reading experiences.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Expresses an interest and enjoyment in listening to books and attempts to read familiar books.</li> <li>2. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).</li> <li>3. Shows an awareness of environmental print such as pointing to familiar words or letters.</li> <li>4. Identifies some alphabet letters by their shapes, especially those in his/her own name.</li> <li>5. Recognizes the printed form of his or her name in a variety of contexts.</li> <li>6. Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as plot or characters.</li> <li>7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
Communication, Language, and Literacy (Area 4)	Communication, Language, and Literacy (Area 11)	Integration of Knowledge and Ideas
<p><u>Language Understanding and Use (4.1)</u></p> <p><b>Standard:</b> Infants and toddlers understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</li> <li>2. Uses vocalizations and gestures to gain attention from others.</li> <li>3. Uses vocalizations and gestures to communicate wants and needs.</li> <li>4. Increases both listening (receptive) and speaking (expressive) vocabulary.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Progresses to using words then simple sentences to communicate.</li> <li>6. Participates in conversations, using both receptive (listening) and expressive (speaking) language skills.</li> <li>7. Answers simple questions.</li> <li>8. Follows simple directions.</li> </ol>	<p><u>Language Understanding and Use (11.1)</u></p> <p><b>Standard:</b> Children understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.</li> <li>2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.</li> <li>3. Speaks in phrases and sentences of increasing length and complexity.</li> <li>4. Follows oral directions that involve several actions.</li> <li>5. Asks and answers a variety of questions.</li> <li>6. Demonstrates knowledge of the rules of conversations such as taking turns while speaking.</li> </ol> <p>The child, who is an English language learner, also:</p> <ol style="list-style-type: none"> <li>7. Uses their home language to communicate with people who speak the same home language.</li> <li>8. Demonstrates receptive (listening) English language skills to be able to comprehend the English language.</li> <li>9. Demonstrates expressive (speaking) English language skills to build speaking capabilities in English.</li> <li>10. Demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.</li> </ol>	<ol style="list-style-type: none"> <li>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). <b>(RI.K.7)</b></li> <li>8. With prompting and support, identify the reasons an author gives to support points in a text. <b>(RI.K.8)</b></li> <li>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). <b>(RI.K.9)</b></li> </ol>

## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Early Literacy (4.2)</u></p> <p><b>Standard:</b> Infants and toddlers engage in early reading experiences.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</li> <li>2. Focuses on a book or the reader when hearing stories read to him/her.</li> <li>3. Gazes at or points to pictures in books.</li> <li>4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Points to, labels, and/or talks about objects, events, or people within books.</li> <li>6. Enjoys and repeats songs, rhymes, or fingerplays.</li> <li>7. Answers simple questions related to books.</li> </ol>	<p><u>Early Literacy (11.2)</u></p> <p><b>Standard:</b> Children engage in early reading experiences.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Expresses an interest and enjoyment in listening to books and attempts to read familiar books.</li> <li>2. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).</li> <li>3. Shows an awareness of environmental print such as pointing to familiar words or letters.</li> <li>4. Identifies some alphabet letters by their shapes, especially those in his/her own name.</li> <li>5. Recognizes the printed form of his or her name in a variety of contexts.</li> <li>6. Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as plot or characters.</li> <li>7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<b>Approaches to Learning (Area 2)</b> <b>Social and Emotional Development (Area 3)</b> <b>Communication, Language, and Literacy (Area 4)</b> <b>Social Studies (Area 7)</b>	<b>Approaches to Learning (Area 9)</b> <b>Social and Emotional Development (Area 10)</b> <b>Communication, Language, and Literacy (Area 11)</b> <b>Social Studies (Area 14)</b>	<b>Range of Reading and Level of Text Complexity</b>
<p><u><i>Engagement and Persistence (2.2)</i></u>  <b>Standard:</b>                      Infants and toddlers purposefully choose, engage, and persist in play, experiences, and routines.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Holds attention of familiar adult; for example, through eye contact or vocalizations.</li> <li>2. Repeats familiar and newly learned experiences.</li> <li>3. Actively maintains focus on people or objects of interest, play experiences, or novel events.</li> <li>4. Persists in the face of frustration.</li> </ol> <p><u><i>Reasoning and Problem Solving (2.3)</i></u>  <b>Standard:</b>                      Infants and toddlers demonstrate strategies for reasoning and problem solving.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Uses an object, action, or adult to accomplish tasks, such as pulling a string to reach a toy or pushing a button to hear a sound.</li> <li>2. Experiments to find a solution to a problem.</li> <li>3. Imitates an adult action to solve a problem.</li> <li>4. Recognizes difficulties and adjusts actions to correct mistakes.</li> <li>5. Seeks and accepts help when encountering a problem beyond his/her ability to solve independently.</li> </ol>	<p><u><i>Engagement and Persistence (9.2)</i></u>  <b>Standard:</b>                      Children purposefully choose and persist in experiences and play.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Persists in and completes a variety of both adult-directed and child-initiated tasks, projects, and experiences of increasing degrees of difficulty.</li> <li>2. Maintains concentration on a task despite distractions and interruptions.</li> <li>3. Sets goals and follows a plan in order to complete a task.</li> <li>4. Chooses to participate in play and learning experiences.</li> </ol> <p><u><i>Reasoning and Problem Solving (9.3)</i></u>  <b>Standard:</b>                      Children demonstrate strategies for reasoning and problem solving.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Shows interest in and finds a variety of solutions to questions, tasks, or problems.</li> <li>2. Recognizes and solves problems through active exploration, including trial and error, and through interactions and discussions with peers and adults.</li> <li>3. Shares ideas or makes suggestions of how to solve a problem presented by another person.</li> </ol>	<ol style="list-style-type: none"> <li>1. Actively engage in group reading activities with purpose and understanding. <b>(RI.K.1)</b></li> </ol>

## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u><i>Self (3.1)</i></u>  <b>Standard:</b>                      Infants and toddlers display a positive sense of self.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to familiar adults’ and children’s interactions through using behaviors such as gazing, cuddling, and accepting assistance.</li> <li>2. Explores his/her own body.</li> <li>3. Shows awareness of self, such as responding to own image in mirror.</li> <li>4. Shows preferences for toys and experiences.</li> <li>5. Expresses enjoyment.</li> <li>6. Begins to recognize own power by showing interest in making choices or expressing preferences.</li> </ol> <p><u><i>Self-Regulation (3.2)</i></u>  <b>Standard:</b>                      Infants and toddlers show increasing awareness of and ability to express emotions in socially and culturally appropriate ways.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Indicates need for assistance through actions such as crying, gesturing, vocalizing, using words, or approaching familiar adults.</li> <li>2. Comforts him or herself when distressed or tired by actions such as sucking, stroking a blanket, or hugging a toy.</li> <li>3. Responds to emotions expressed by others, for example, by comforting another child or crying in response to the cries of others.</li> <li>4. Shows increasing ability to recognize own feelings, including simple (e.g., mad, glad) and complex (e.g., excited, frustrated, disappointed) feelings.</li> </ol>	<p><u><i>Self (10.1)</i></u>  <b>Standard:</b>                      Children express a positive awareness of self in terms of specific abilities, characteristics, and preferences.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Expresses a positive sense of self in terms of specific abilities.</li> <li>2. Expresses needs, wants, opinions, and feelings in socially appropriate ways.</li> <li>3. Demonstrates increasing confidence and independence in a variety of tasks and routines, and expresses pride in accomplishments.</li> <li>4. Recognizes own power to make choices.</li> </ol> <p><u><i>Self Regulation (10.2)</i></u>  <b>Standard:</b>                      Children show increasing ability to regulate their behavior and express their emotions in appropriate ways.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates the ability to monitor his/her own behavior and its effects on others, following and contributing to adult expectations.</li> <li>2. Persists with difficult tasks without becoming overly frustrated.</li> <li>3. Begins to accept consequences of his/her own actions.</li> <li>4. Manages transitions and changes to routines.</li> <li>5. States feelings, needs, and opinions in difficult situations without harming self, others, or property.</li> <li>6. Expresses an increasing range and variety of emotions, and transitions between feeling states become smoother.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p>5. Begins to express a range and variety of feelings and emotions through body language, facial expressions, actions, and/or verbal responses.</p> <p>6. Begins to control behavior through following simple rules and limits in a variety of settings.</p> <p>7. Begins to transition between feeling states with guidance from a caring adult.</p> <p><u><i>Relationship with Adults (3.3)</i></u>  <b>Standard:</b>                      Infants and toddlers relate positively with significant adults.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Distinguishes between familiar and unfamiliar adults; for example, is comforted by the sight of the familiar adult or the sound of the familiar adult’s voice.</li> <li>2. Accepts assistance and comfort from familiar adults.</li> <li>3. Seeks and maintains contact with familiar adults; for example, by looking at the adult, hearing the adult’s voice, or touching the adult.</li> <li>4. Shows discomfort at separations from familiar adults.</li> <li>5. Seeks help from familiar adults in unfamiliar situations.</li> <li>6. Explores the environment, both indoors and outdoors, but may return to a caring adult periodically for security.</li> <li>7. Begins to imitate or portray roles and relationships.</li> <li>8. Imitates adult behaviors.</li> </ol>	<p><u><i>Relationships with Adults (10.3)</i></u>  <b>Standard:</b>                      Children relate positively with significant adults.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Interacts comfortably with familiar adults.</li> <li>2. Accepts guidance, comfort, and directions from a range of familiar adults in a variety of environments.</li> <li>3. Expresses affection toward familiar adults.</li> <li>4. Shows trust in familiar adults.</li> <li>5. Seeks help, as needed, from familiar adults.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u><i>Relationships with Children (3.4)</i></u>  <b>Standard:</b>                      Infants and toddlers respond to and initiate interactions with other children.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Initiates interactions with other children through gestures, vocalizations, facial expressions, and/or body movements.</li> <li>2. Accepts help from familiar adults in interactions with other children.</li> <li>3. Begins to demonstrate empathy for others.</li> <li>4. Starts interacting and playing with peers, including showing interest in them or calling them by name.</li> <li>5. Develops an awareness of his/her behavior and how it affects others.</li> <li>6. Imitates other children’s behaviors.</li> </ol>	<p><u><i>Relationships with Children (10.4)</i></u>  <b>Standard:</b>                      Children respond to and initiate appropriate interactions with other children, and form positive peer relationships.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Initiates and sustains positive interactions with peers.</li> <li>2. Develops friendships with other peers.</li> <li>3. Negotiates with others to resolve disagreements.</li> <li>4. Starts to demonstrate turn taking and sharing with others.</li> <li>5. Expresses empathy to peers.</li> <li>6. Accepts consequences of his/her actions.</li> <li>7. Recognizes how behaviors can affect others.</li> <li>8. Demonstrates caring behaviors.</li> </ol>	
<p><u><i>Language Understanding and Use (4.1)</i></u>  <b>Standard:</b>                      Infants and toddlers understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</li> <li>2. Uses vocalizations and gestures to gain attention from others.</li> <li>3. Uses vocalizations and gestures to communicate wants and needs.</li> <li>4. Increases both listening (receptive) and speaking (expressive) vocabulary.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Progresses to using words then simple sentences to communicate.</li> <li>6. Participates in conversations, using both receptive (listening) and expressive (speaking) language skills.</li> <li>7. Answers simple questions.</li> <li>8. Follows simple directions.</li> </ol>	<p><u><i>Language Understanding and Use (11.1)</i></u>  <b>Standard:</b>                      Children understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.</li> <li>2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.</li> <li>3. Speaks in phrases and sentences of increasing length and complexity.</li> <li>4. Follows oral directions that involve several actions.</li> <li>5. Asks and answers a variety of questions.</li> <li>6. Demonstrates knowledge of the rules of conversations such as taking turns while speaking.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Early Literacy (4.2)</u> <b>Standard:</b> Infants and toddlers engage in early reading experiences.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</li> <li>2. Focuses on a book or the reader when hearing stories read to him/her.</li> <li>3. Gazes at or points to pictures in books.</li> <li>4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Points to, labels, and/or talks about objects, events, or people within books.</li> <li>6. Enjoys and repeats songs, rhymes, or fingerplays.</li> <li>7. Answers simple questions related to books.</li> </ol>	<p>The child, who is an English language learner, also:</p> <ol style="list-style-type: none"> <li>7. Uses their home language to communicate with people who speak the same home language.</li> <li>8. Demonstrates receptive (listening) English language skills to be able to comprehend the English language.</li> <li>9. Demonstrates expressive (speaking) English language skills to build speaking capabilities in English.</li> <li>10. Demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.</li> </ol> <p><u>Early Literacy (11.2)</u> <b>Standard:</b> Children engage in early reading experiences.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Expresses an interest and enjoyment in listening to books and attempts to read familiar books.</li> <li>2. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).</li> <li>3. Shows an awareness of environmental print such as pointing to familiar words or letters.</li> <li>4. Identifies some alphabet letters by their shapes, especially those in his/her own name.</li> <li>5. Recognizes the printed form of his or her name in a variety of contexts.</li> <li>6. Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as plot or characters.</li> <li>7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.</li> </ol>	



## IELS Alignment with Iowa CORE English Language Arts: Informational Text

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u><i>Awareness of Family and Community (7.1)</i></u>  <b>Standard:</b>                      Infants and toddlers demonstrate a sense of belonging within their family, program, and other social settings or groups.</p> <p><b>Benchmarks:</b>                      The infant and toddler:</p> <ol style="list-style-type: none"> <li>1. Expresses enjoyment at being in a familiar setting or group.</li> <li>2. Recognizes familiar adults and uses them to determine safety during exploration.</li> <li>3. Freely explores and plays within familiar settings.</li> </ol>	<p><u><i>Awareness of Family and Community (14.1)</i></u>  <b>Standard:</b>                      Children demonstrate an increasing awareness of belonging to a family and community.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding that communities are composed of groups of people who live, play, or work together.</li> <li>2. Demonstrates ability to identify communities to which they belong, recognizing that their family is an important group to which they belong.</li> <li>3. Demonstrates responsibility as a member of a family or community.</li> <li>4. Shows confidence in expressing individual opinions and thoughts while respecting the thoughts and opinions of others.</li> <li>5. Participates in creating and following rules and routines.</li> <li>6. Demonstrates an initial awareness of the concepts of fairness, individual rights, and welfare of family and community members.</li> </ol>	
<p><u><i>Exploration of the Environment (7.3)</i></u>  <b>Standard:</b>                      Infants and toddlers explore new environments with interest and recognize familiar places.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Demonstrates interest and curiosity within familiar and unfamiliar settings.</li> <li>2. Explores and plays with new, as well as familiar objects, in the environment using all five senses.</li> </ol>	<p><u><i>Awareness of Past (14.4)</i></u>  <b>Standard:</b>                      Children demonstrate an increasing awareness of past events and how those events relate to one’s self, family, and community.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Differentiates between past, present, and future.</li> <li>2. Represents events and experiences that occurred in the past through words, play, and art.</li> <li>3. Uses past events to construct meaning of the world.</li> <li>4. Understands that events happened in the past and that the events relate to oneself, family, community, and culture.</li> </ol>	

## IELS Alignment with Iowa CORE English Language Arts: Foundational Skills

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
Communication, Language, and Literacy (Area 4)	Communication, Language, and Literacy (Area 11)	Print Concepts Phonological Awareness Phonics and Word Recognition Fluency
<p><u>Language Understanding and Use (4.1)</u></p> <p><b>Standard:</b> Infants and toddlers understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</li> <li>2. Uses vocalizations and gestures to gain attention from others.</li> <li>3. Uses vocalizations and gestures to communicate wants and needs.</li> <li>4. Increases both listening (receptive) and speaking (expressive) vocabulary.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Progresses to using words then simple sentences to communicate.</li> <li>6. Participates in conversations, using both receptive (listening) and expressive (speaking) language skills.</li> <li>7. Answers simple questions.</li> <li>8. Follows simple directions.</li> </ol>	<p><u>Language Understanding and Use (11.1)</u></p> <p><b>Standard:</b> Children understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.</li> <li>2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.</li> <li>3. Speaks in phrases and sentences of increasing length and complexity.</li> <li>4. Follows oral directions that involve several actions.</li> <li>5. Asks and answers a variety of questions.</li> <li>6. Demonstrates knowledge of the rules of conversations such as taking turns while speaking.</li> </ol> <p>The child, who is an English language learner, also:</p> <ol style="list-style-type: none"> <li>7. Uses their home language to communicate with people who speak the same home language.</li> <li>8. Demonstrates receptive (listening) English language skills to be able to comprehend the English language.</li> <li>9. Demonstrates expressive (speaking) English language skills to build speaking capabilities in English.</li> <li>10. Demonstrates engagement in English literacy activities to be able to understand and respond to books, storytelling, and songs presented in English.</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print.               <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>c. Understand that words are separated by spaces in print.</li> <li>d. Recognize and name all upper- and lowercase letters of the alphabet. <b>(RF.K.1)</b></li> </ol> </li> <li>2. Demonstrate understanding of spoken words, syllables, and sounds phonemes.               <ol style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>c. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/).</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. <b>(RF.K.2)</b></li> </ol> </li> <li>3. Know and apply grade-level phonics and word analysis skills in decoding words.               <ol style="list-style-type: none"> <li>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</li> </ol> </li> </ol>

## IELS Alignment with Iowa CORE English Language Arts: Foundational Skills

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<p><u>Early Literacy (4.2)</u></p> <p><b>Standard:</b> Infants and toddlers engage in early reading experiences.</p> <p><b>Benchmarks:</b> The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Explores or shows interest in books by picking them up, mouthing them, carrying them, or flipping through pages.</li> <li>2. Focuses on a book or the reader when hearing stories read to him/her.</li> <li>3. Gazes at or points to pictures in books.</li> <li>4. Responds to or engages in songs, rhyming games, or fingerplays with a familiar adult.</li> </ol> <p>The toddler also:</p> <ol style="list-style-type: none"> <li>5. Points to, labels, and/or talks about objects, events, or people within books.</li> <li>6. Enjoys and repeats songs, rhymes, or fingerplays.</li> <li>7. Answers simple questions related to books.</li> </ol> <p><u>Early Writing (4.3)</u></p> <p><b>Standard:</b> Infants and toddlers engage in early writing experiences.</p> <p><b>Benchmarks:</b> The infant:</p> <ol style="list-style-type: none"> <li>1. Grasps and/or manipulates a variety of objects in his/her environment.</li> </ol> <p>The older infant and toddler also:</p> <ol style="list-style-type: none"> <li>2. Scribbles spontaneously, usually using a fist grip.</li> <li>3. Shows increasing skill in manipulating objects such as stacking several items, using pegboards, and mastering the use of eating utensils.</li> </ol>	<p><u>Early Literacy (11.2)</u></p> <p><b>Standard:</b> Children engage in early reading experiences.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Expresses an interest and enjoyment in listening to books and attempts to read familiar books.</li> <li>2. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing familiar books by cover).</li> <li>3. Shows an awareness of environmental print such as pointing to familiar words or letters.</li> <li>4. Identifies some alphabet letters by their shapes, especially those in his/her own name.</li> <li>5. Recognizes the printed form of his or her name in a variety of contexts.</li> <li>6. Shows increasing comprehension of a story through retelling the story and/or recognizing story elements such as plot or characters.</li> <li>7. Demonstrates awareness that language is made up of words, parts of words, and sounds in words.</li> </ol> <p><u>Early Writing (11.3)</u></p> <p><b>Standard:</b> Children engage in early writing experiences.</p> <p><b>Benchmarks:</b> The child:</p> <ol style="list-style-type: none"> <li>1. Attempts to communicate with others using scribbles, shapes, pictures, and/or letters in writing.</li> <li>2. Experiments with a variety of writing tools such as pencils, crayons, brushes, and chalk.</li> <li>3. Uses expressive (speaking) language to share intended meaning of drawings and writing.</li> <li>4. Starts to demonstrate interest in learning to write letters, especially the letters in his/her name.</li> </ol>	<ol style="list-style-type: none"> <li>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> <li>d. Distinguish between similarly spelled words by identifying the sounds that differ. <b>(RF.K.3)</b></li> </ol> <p>4. Read emergent-reader texts with purpose and understanding. <b>(RF.K.4)</b></p>

## IELS Alignment with Iowa CORE English Language Arts: Writing

Infant/Toddler: Birth – 3 Years	Preschool: 3 – 5 Years	Kindergarten:
<b>Physical Well-Being and Motor Development (Area 1)</b> <b>Communication, Language, and Literacy (Area 4)</b>	<b>Physical Well-Being and Motor Development (Area 8)</b> <b>Communication, Language, and Literacy (Area 11)</b>	<b>Text Types and Purposes</b> <b>Production and Distribution of Writing</b> <b>Research to Build and Present Knowledge</b> <b>Range in Writing</b>
<p><u><i>Small Motor Development (1.3)</i></u>  <b>Standard:</b>                      Infants and toddlers develop small motor skills.</p> <p><b>Benchmarks:</b>                      The infant:</p> <ol style="list-style-type: none"> <li>1. Uses hand-eye coordination to perform self-help and small motor tasks, such as eating food, picking up objects, placing objects on a surface, and transferring objects from hand to hand.</li> </ol> <p>The toddler:</p> <ol style="list-style-type: none"> <li>2. Uses hand-eye coordination to perform self-help and small motor tasks such as eating with a fork or spoon, completing simple puzzles, stacking blocks, dressing self with assistance, scribbling with crayons or markers, and participating in fingerplays.</li> </ol> <p><u><i>Language Understanding and Use (4.1)</i></u>  <b>Standard:</b>                      Infants and toddlers understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b>                      The infant or toddler:</p> <ol style="list-style-type: none"> <li>1. Responds to the vocalizations and communications, verbal and nonverbal, of familiar adults.</li> <li>2. Uses vocalizations and gestures to gain attention from others.</li> <li>3. Uses vocalizations and gestures to communicate wants and needs.</li> <li>4. Increases both listening (receptive) and speaking (expressive) vocabulary.</li> </ol>	<p><u><i>Small Motor Development (8.3)</i></u>  <b>Standard:</b>                      Children develop small motor skills.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Uses hand-eye coordination to perform self-help and small motor tasks with a variety of manipulative materials such as beads, pegs, shoelaces, and puzzle pieces.</li> <li>2. Demonstrates increased skills in using scissors and writing tools for various learning experiences.</li> </ol> <p><u><i>Language Understanding and Use (11.1)</i></u>  <b>Standard:</b>                      Children understand and use communication and language for a variety of purposes.</p> <p><b>Benchmarks:</b>                      The child:</p> <ol style="list-style-type: none"> <li>1. Demonstrates a steady increase in listening (receptive language) and speaking (expressive language) vocabulary.</li> <li>2. Initiates, listens, and responds in relationship to the topics of conversations with peers and adults.</li> <li>3. Speaks in phrases and sentences of increasing length and complexity.</li> <li>4. Follows oral directions that involve several actions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). <b>(W.K.1)</b></li> <li>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. <b>(W.K.2)</b></li> <li>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. <b>(W.K.3)</b></li> <li>4. (Begins in grade 3) <b>(W.K.4)</b></li> <li>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. <b>(W.K.5)</b></li> <li>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaborations with peers. <b>(W.K.6)</b></li> <li>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). <b>(W.K.7)</b></li> <li>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. <b>(W.K.8)</b></li> <li>9. (Begins in grade 4) <b>(W.K.9)</b></li> <li>10. (Begins in grade 3) <b>(W.K.10)</b></li> </ol>