STATE BOARD OF EDUCATION MEETING
January 4, 2021

Office of the State Board of Education
Len B. Jordan Building
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Boise, Idaho

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Monday, January 4, 2020, 3:00 p.m. (Mountain Daylight Time)

STATE DEPARTMENT OF EDUCATION

1. Content Standards Rewriting Process and Review of Initial Draft – English Language Arts, Mathematics, and Science – Information Item
2. Every Student Succeeds Act – State Accountability Plan Addendum – Action Item

STATE DEPARTMENT OF EDUCATION
JANUARY 4, 2021

TAB	DESCRIPTION	ACTION
1	CONTENT STANDARDS REWRITING PROCESS AND REVIEW OF INITIAL DRAFT – ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE	Information Item
2	EVERY STUDENT SUCCEEDS ACT – STATE ACCOUNTABILITY PLAN ADDENDUM	Action Item

SUBJECT Update on the ELA, Math and Science standards rewriting process and review of the initial draft.

REFERENCE

August 2010	Board approved new content standards in English language arts and mathematics (common core) and proposed rule incorporating them by reference into IDAPA 08.02.03.
November 2010	Board approved pending rule incorporating them by reference into IDAPA 08.02.03.
August 2015	Board approved updated science standards and proposed rule incorporating them by reference into IDAPA 08.02.03.
November 2015	Board approved pending rule incorporating science standard by reference into IDAPA 08.02.03 (rejected by legislature).
August 2016	Board approved updated content standards in English language arts and mathematics, new science content standards and proposed rule incorporating them by reference into IDAPA 08.02.03.
November 2016	Board approved an amendment to the English language arts content standards and pending rule incorporating content standards by reference into IDAPA 08.02.03.
December 2016	Board approved revised science content standards and temporary rule incorporating them by reference into IDAPA 08.02.03.
August 2017	Board approved amended science standards and proposed rule incorporating them by reference into IDAPA 08.02.03.
November 2017	Board approved pending rule incorporating amended science standards by reference into IDAPA 08.02.03
October 2019	Board received an update on the ELA, Math, and Science content standards rewrite process.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education, Organization Specific Policies & Procedures, Section IV.B.9
Section 33-1612, Idaho Code
IDAPA 08.02.03.004.01, Rules Governing Thoroughness – The Idaho Content Standards

BACKGROUND/DISCUSSION

The Idaho Content Standards reflect statements of what students should know and do in various content disciplines and grades. Minimum content standards are

adopted statewide and reviewed every six (6) years by teams of educators and other stakeholders. These standards provide a consistent foundational level of academic content needed to be successful at each grade level and to graduate from Idaho's public schools, ready for college or career.

Superintendent of Public Instruction and State Board of Education President Critchfield received a letter signed by House and Senate Education Committee members directing a rewrite of the English Language Arts, Mathematics and Science standards. The letter requested the rewrite address four areas: simplify the language, prioritize standards, reduce the number, and align for age appropriateness.

The Department of Education (Department) sought recommendations for standards review committee members from stakeholders, including teachers, parents, administrators, legislators, and industry partners. Committees for English Language Arts, Mathematics and Science Content Standards began meeting in June 2020 and their work has been guided by the letter received from the legislators. At the October 2020 Regular Board meeting the board heard an update on the progress the review committees have made and what the next steps are in soliciting public feedback on this initial draft of the standards being presented.

A summary of the content standards rewrite process follows:

- In June 2020 the State Department of Education held a kickoff with all workgroup members in the three content areas called out by the legislature. They went over what the standards rewrite work would entail, expectations of workgroup members, and an overview of the processes that would be followed. Each group was then given homework to review other state's standards in preparation for the August meeting. In August the workgroups began an in-depth review of the current Idaho Content Standards in preparation for the work of rewriting, scheduled to begin in September. Members of the Region 17 Comprehensive Center team were introduced and information of their role in facilitating the rewrite process was explained.

- September meetings were conducted separately by content area and each was led by Jacob Williams of the Region 17 Comprehensive Center. He began with a discussion on process. This involved procedures to be followed, tools to be used, and leading the members in a set of agreements as to what consensus would look like for the work, how consensus would be arrived at, and conduct expected. No work was begun until all had come to agreement on these processes. The workgroups then began the work of rewriting, meeting again as needed in October, then again in November, to finalize the initial draft of the Idaho Content Standards in English Language Arts, Mathematics, and Science.

- In January and February 2021, The Department will solicit public feedback on the initial draft of the standards through virtual events and an online survey. Feedback from public comments will inform work for the committees and

actionable feedback will be incorporated. A initial draft for approval by the board will be presented in June followed by a formal feedback period as part of negotiated rule making. A final draft is tentatively scheduled to be presented to the board in October 2021.

IMPACT

Financial and other impacts of the approval of new content standards are not known until final versions are completed and accepted by the legislature. However, districts may incur costs for new curriculum aligned with revised content standards and professional development. In addition to these local level expenses, the state will need to evaluate the current assessment system to determine alignment with the new standards prior to determining if there will be a need to develop and implement a new assessment and the cost associated with the new assessment. Idaho may also need to seek a waiver(s) from federal accountability requirements while transitioning to new assessments, or risk federal funds if not in compliance.

ATTACHMENTS

Attachment 1 - Initial draft of the proposed Science content standards
Attachment 2 - Initial draft of the proposed Mathematics content standards
Attachment 3 - Initial draft of the proposed English Language Arts content standards

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy IV.B.9.a. the Idaho content standards must be, at a minimum reviewed on a six (6) year cycle and the process for reviewing and updating the content standards will include at a minimum:

i. A review committee consisting of Idaho educators with experience in the applicable content area. The committee shall be made up of elementary and secondary instructional staff and at least one postsecondary faculty member from a four-year institution and at least one from a two-year institution, at least one public school administrator, and at least one parent of school-aged children or representative of an organization representing parents with school aged children. Instructional staff and postsecondary faculty members must have experience providing instruction in the applicable content area. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.
ii. The review committee will make an initial determination regarding the need to update the standards.
iii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but

not limited to the Department website and processes that allow for individuals in each region of the state to participate.

iv. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period, the committee will finalize recommendations for Board consideration.

In addition to these requirements set in Board policy, because the content standards are incorporated by reference into Administrative Code, they must also go through the negotiated rulemaking process before they can be amended. This process allows the public to provide input prior to the Board approving the content standards incorporating them by reference into IDAPA 08.02.03. Amendments to the content standards take effect when the administrative rule incorporating them by reference takes effect.

The Elementary Secondary Education Act as amended by the Every Student Succeeds Act in 2015 requires states to have high academic standards and statewide assessments that measure students' progress toward those academic standards. At a minimum, states are required to have a statewide assessment aligned to the applicable content standards in grades 3 through 8 and once in high school for English language arts and mathematics and an assessment aligned to our science content standards given once in each grade band (elementary, middle school, high school). Significant amendments to the content standards for these three subjects will additionally require review of the alignment between the statewide assessments and the content standards and new or amended assessments where it is determined the content standards are no longer aligned with the statewide assessments. Implementation or any new content standards should be considered in conjunction with discussions around cost of new assessment development and professional development for instructional staff, as well as the impact on the state accountability system and timing for roll out that aligns professional development, student instruction, assessment, and accountability requirements.

Prior to any amendments to the content standards going into effect they will have to go through the negotiated rulemaking process. The next opportunity for that process to start is spring 2021. If started during the 2021-2022 rulemaking cycle the legislature would review the rule and incorporated documents during the 2022 Legislative Session. If they are not rejected by the legislature they could go into effect at the end of the 2022 Legislative Session.

BOARD ACTION

This item is for informational purposes only.

2020-2021 IDAHO CONTENT STANDARDS IN SCIENCE REVISION

2018 Idaho Content Standards in Science with Proposed Changes

IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | IDAHO CONTENT STANDARDS

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CREATED 11/30/2020

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REVISIONS ARE IN RED

Unresolved comments from specific content teams are in green (Life Science), blue (Physical Science) and brown (Earth and Space Science)

KINDERGARTEN

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS1-K-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	Rewrite: With guidance and support, plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. PS1-K-1. With guidance and support, ~~P~~plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	We believe that kindergartners need guidance before they can plan and conduct an investigation on their own. This is also in line with ELA kindergarten standards that begin with "With guidance and support…" (e.g., W.K.8)
PS1-K-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	Rewrite: With guidance and support, analyze data to determine if a design solution works as intended to change the motion of an object with a push or a pull.	Students will need support to analyze data and this is in line with other ELA standards that begin with "With guidance and support…" Additionally, we would like to suggest that a practices continuum (similar to Appendix F in NGSS) is

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	PS1-K-2. guidance and support, analyze data to determine if a design solution works as intended to change the ~~speed or direction~~ motion of an object with a push or a pull.	added to a supporting document for teachers. Please define motion to include relative speed, distance, and direction in further explanation of standard.
PS2-K-1. Make observations to determine the effect of sunlight on Earth's surface.	Rewrite: Make observations to determine the effect of the sun's energy on the Earth's surface. PS2-K-1. Make observations to determine the effect of ~~sunlight~~ the sun's energy on the Earth's surface.	The word 'energy' is key to this standard, to reduce misconceptions between visible light vs. light energy, and to set the foundation that the sun is our original energy source.
PS2-K-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.	Rewrite: Design and build a structure that will reduce the warming effect of the sun's energy on a material. PS2-K-2. ~~Use tools and materials to~~ Design and build a structure that will reduce the warming effect of ~~sunlight~~ the sun's energy on ~~an area~~ a material.	The addition of 'the sun's energy' mirrors the previous standard. We also left the majority of this standard intact because this is one of the few engineering standards at this level. In supporting documentation, may want to discuss the possibility of doing this outdoors. Regarding the further explanation that exists, using an umbrella or canopy (pre-built) is not in the spirit of the standard – consider changing.
LS1-K-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.	Rewrite: Use observations to describe how plants and animals (including humans) are alike and different in terms of how they live and grow.	In supporting content, you could include types of nutrients, light, water, space, etc.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	LS1-K1. Use observations to describe ~~patterns of what~~ how plants and animals (including humans) are alike and different in terms of how they live and grow. ~~need to survive.~~	add to the Supporting Content that the students need to focus on the patterns of nutrients, light, water, space, etc.
LS1-K-2. Use classification supported by evidence to differentiate between living and non-living items.	MOVE	Move into LS1-1-3 standard on life cycles (either part of the standard or the supporting content for this standard). This is a complex topic and needs to be taught in context. This is also not a standard that is listed in any other state we were tasked with observing.
ESS1-K-1. Use and share observations of local weather conditions to describe patterns over time, which includes the 4 seasons.	Rewrite: Use and share observations of local weather conditions to describe variations in patterns throughout the year. ESS1-K-1. Use and share observations of local weather conditions to describe variations in patterns throughout the year. ~~patterns over time, which includes the 4 seasons.~~	The inclusion of the 4 seasons in the original standard was not in line with other standards across the country, and could lead to misconceptions concerning the cause of the seasons. Additionally, we believe that using the time period of a year is more concrete (kindergartners learn about months and days of week). We are addressing the 4 seasons in 1st grade (ESS1-1-2/Earth's place in the universe)
ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) can	Rewrite: Construct an argument supported by evidence for how plants and animals (including humans) interact	There was debate around 'changing' an environment could imply intent.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
change the environment to meet their needs.	with their environment to meet their needs. ESS1-K-2. Construct an argument supported by evidence for how plants and animals (including humans) ~~can change the~~ interact with their environment to meet their needs. LIFE SCIENCE add "With guidance and support…" to mirror language in other standards.	
ESS2-K-1. Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.	Keep ~~Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.~~	~~Different' seems redundant~~ ~~*We will revisit this in vertical alignment for life science*~~
ESS2-K-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Rewrite: Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, local weather. ESS2-K-2. Ask questions to obtain information about the purpose of	'Local' is more in line with social studies for this grade level, and in line MA standards. In supporting content, can discuss more 'typical' local weather, but then also more severe weather, such as droughts, flooding, thunderstorms, snowstorms, windstorms, etc.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	weather forecasting to prepare for, and respond to, ~~severe~~ local weather.	
ESS2-K-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	Rewrite: Communicate solutions that would enable humans to interact in a beneficial way with the land, water, air, and/or other living things in the local environment ESS2-K-3. Communicate solutions that ~~will reduce increase the positive impact of~~would enable humans to interact in a beneficial way with ~~on~~ the land, water, air, and/or other living things in the local environment.	In line with ELA standards (SL.K.5, SL.K.6, W.K.2). This rewrite is in line with NE standards and provides a more positive view on this standard.

FIRST GRADE

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS1-1-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	Rewrite: With guidance and support, plan and conduct investigations to provide evidence that vibrating	This is in line with ELA standards (and our earlier kindergarten standards) that begin with "With guidance and support…" (W.1.5 through W.1.8) This is also a way to concretely introduce the

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	materials can make sound and that sound can make materials vibrate. PS1-1-1. With guidance and support, plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	concept of claims and evidence that will support later ELA and science standards.
PS1-1-2. Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.	Rewrite: Make observations to construct an evidence-based argument that objects in darkness can be seen only when light is shining on them. PS1-1-2. Make observations to construct an evidence-based ~~account~~ argument that objects in darkness can be seen only when ~~illuminated~~ light is ~~present.~~ shining on them. LIFE SCIENCE Add in "With guidance and support…:" OR Remove "construct and evidence-based argument…" With guidance and support uses similar language from other standards OR	We believe 'illuminated' is not a developmentally appropriate term, and is not a term used in other light-related standards. In the supporting content, we would like to emphasize that the key concept here is that students need to understand that you need light in order to see something. We would like the SDE to provide direction as to what scaffolding would look like for this standard (in terms of argumentation. EARTH AND SPACE SCIENCE Wondering if the word "argument" developmentally appropriate task for students. Would "explanation" be more appropriate In PS1-1-2 and LS2-1-1. Consider in 2nd grade as well PS1-2-3 and PS1-2-4

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	Removing "argument" will move the standard to be more in line with Gr1 skillset. add "illuminated" back into the standard based on the logic that transparent, translucent, opaque, and reflective in PS1-1-3. change "argument" to "explanation" to better match other 3D standard's SEP and matches Gr1 skillset, and can allow more teacher guided discussion. Make observations to construct an evidence-based explanation that objects in darkness can be seen only when illuminated.	
PS1-1-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.	Rewrite: With guidance and support, plan and conduct investigations to determine the effect of placing materials in the path of a beam of light that: allow light to pass through them; allow some light to pass through them; block all light; or redirect light. PS1-1-3 With guidance and support, plan and conduct investigations to determine the effect of placing ~~objects made with different~~ materials in the path of a beam of light that: allow light to pass through them; allow some light	The addition of the details come from the MA standard. We would encourage the use of vocabulary terms *transparent, translucent, opaque*, and *reflect(ive)* in the supporting content. The phrase 'With guidance and support' mirrors other standards.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	to pass through them; block all light; or redirect light.	
PS1-1-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.	Rewrite: Design and build a device that uses light or sound to communicate over a distance. PS1-1-4 ~~Use tools and materials to~~ Design and build a device that uses light or sound to ~~solve the problem of communicating~~ communicate over a distance. LIFE SCIENCE add back in "Use tools and materials…" to be explicit, but after the "Design and build a device…"	~~We are simplifying the language. 'Design and build' implies the use of tools and materials. This change is in line with kindergarten standard changes.~~
LS1-1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	Rewrite: Design and build a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. LS1-1-1 ~~Use materials to~~ Design and build a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.	*We will return to life science standards to take a bird's eye view to look at alignment and reduce redundancy in K-2 – may also rephrase to 'live and grow' vs. 'survive, grow, and meet their needs'* EARTH AND SPACE SCIENCE Is "build" limiting to constructing something? Would "create" still allow for hands-on work, but be more flexible?

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	PHYSICAL SCIENCE TEAM Keep the original	
LS1-1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.	Rewrite: Obtain information to identify patterns of behavior in parents and offspring that help offspring thrive. PHYSICAL SCIENCE TEAM Change thrive back to survive Thriving is also more difficult to define - what evidence could be used to support a claim of thriving can vary widely. LS1-1-2 ~~Read texts and use media~~ Obtain information to ~~determine~~ identify patterns ~~in~~ of behavior ~~of~~ in parents and offspring that help offspring thrive ~~survive~~.	In supporting content, make sure to include a variety of family structures and types of parents (e.g. seahorse males incubate babies; some communal nurturing in wolves or cattle, etc.) to reflect the variety of family structures in students. EARTH AND SPACE SCIENCE Is "obtain" age appropriate? Is this asking them to locate their own information vs information provided by the teacher. Ok with leaving standard as is, but want to ensure supporting information to ensure teachers scaffold students to provide them information that they will review. Make sure there is direction to SEP #8.
LS1-1-3. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	Rewrite: Develop models to demonstrate that living things, although they have unique and diverse life cycles, all have birth, growth, reproduction, and death in common. PHYSICAL SCIENCE TEAM	In NGSS, this is a 3rd grade standard. We are also attempting to integrate current Idaho LS1-K-2 living/non-living standard. EARTH AND SPACE SCIENCE Want clarity of if this standard was recommended to be moved to 3rd grade. Ensuring there is available curriculum and is age appropriate. ESS

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	Move back to 3rd grade and keep the original language LS1-1-3. Develop models to ~~describe~~ demonstrate that ~~organisms~~ living things, although they have unique and diverse life cycles, ~~but~~ all have ~~in common~~ birth, growth, reproduction, and death in common.	vertical alignment group in favor of moving to 3rd grade.
Add LS1-1-4 or LS1-1-3 if the current LS1-1-3 is moved.	Moved from Kindergarten LS1-1-4. Use classification supported by evidence to differentiate between living and non-living items.	This is a complex topic and needs to be taught in context. This is also not a standard that is listed in any other state we were tasked with observing.
LS2-1-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.	Rewrite: Make observations to construct an evidence-based argument that offspring are similar to, but not identical to, their parents. LS2-1-1. Make observations to construct an evidence-based ~~account~~ argument that ~~young plants and animals~~ offspring are ~~like~~ similar to, but not ~~exactly like~~ identical to, their parents.	Rewording to make consistent with other standards that have 'argument' and 'offspring' in them. In the supporting content, make sure the emphasis is on biology and the genetics between parents and offspring. Additionally, the scale is looking between species rather than within species (dogs vs. birds or mammal vs. reptile rather than breeds of dog).
ESS1-1-1. Use observations of the sun, moon, and stars to	Rewrite: Use observations of the sun, moon, and stars to describe patterns of	This rewrite is in line with the MA standard and includes the existing further explanation. For the supporting document, include that the word

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
describe patterns that can be predicted.	the apparent rising, movement in the sky, and setting of these objects. ESS1-1-1. Use observations of the sun, moon, and stars to describe patterns of the apparent rising, movement in the sky, and setting of these objects. ~~patterns that can be predicted.~~ LIFE SCIENCE Go back to the original to clarify the student is describing patterns "Use observations of the sun, moon, and stars to describe patterns that can be predicted." OR Add to Supporting Content	'apparent' is included to emphasize that the sun, moon, and stars are not actually moving, but appear to move due to the movement of the Earth. Also emphasize that our Sun *is* a star. PHYSICAL SCIENCE The moon and stars are moving.
ESS1-1-2. Make observations at different times of year to relate the amount of daylight to the time of year.	KEEP ~~With guidance and support, analyze local data from Make observations made throughout the year at different times of year to compare relate the amount of daylight relative to the time of year/seasons.~~	~~Students will need support to analyze data and this is in line with other ELA standards that begin with "With guidance and support…" Additionally, we would like to suggest that a practices continuum (similar to Appendix F in NGSS) is added to a supporting document for teachers.~~

SECOND GRADE

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS1-2-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.	Keep	Including the supporting content properties including but not limited to: color, flexibility, hardness, texture, and absorbency (see MA). For supporting content: Keep in mind that this might be the first time a student is independently planning and conducting an investigation, that could be a bigger focus in this standard (building on classification ideas in math from earlier grades as well)
PS1-2-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.	Keep	In SDE document – could make ties to ELA writing/communication. Also make sure to define 'analyze' at the different grade levels (include a practice progression for each of the practices in a guiding document)
PS1-2-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	Rewrite: Make observations to construct an evidence-based argument that objects, when disassembled, may be used to create new objects using the same set of components. PS1-2-3. Make observations to construct an evidence-based ~~account~~ argument that objects, when	We simplified the language to get at the core of what it was trying to teach, and added 'argument' for consistency. Somewhat close to MA standard. PHYSICAL SCIENCE Make sure to define 'argument' at the different grade levels (include a practice progression for each of the practices in a guiding document).

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	disassembled, may be used to create new objects using the same set of components. ~~of how an object made of a small set of pieces can be disassembled and made into a new object.~~	LIFE SCIENCE Clarifying comment: Progression in skillset from explanation (Gr1) to making an argument (Gr2).
PS1-2-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	Keep	It is very straight-forward and aligns with the previous physical science standards. Also identical with NE and MA standards
LS1-2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Rewrite: Plan and conduct an investigation to determine the impact of light and water on the growth of plants. LS1-2-1. Plan and conduct an investigation to determine ~~if plants need~~ the impact of ~~sun~~light and water on the growth of plants. ~~to grow~~.	*May address later with vertical alignment* In supporting content, note that the key concept is for students to see the necessity of light and water for plants. They could then expand to other variables. This could also make connections to LS1-K-1 and PS1-1-3.
LS1-2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.	Rewrite: Develop a model that demonstrates how plants depend on animals for pollination or the dispersal of seeds.	*May address later with vertical alignment* remove “simple” to allow teacher to decide on the complexity and type of model.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	LS1-2-2 Develop a ~~simple~~ model that demonstrates how plants depend on animals for ~~mimics the function of an animal in dispersing~~ pollination ~~and~~ or the dispersal of seeds. ~~or pollinating plants~~.	Change "and" to "or" because those are two different actions, not necessarily carried out together, and in the original is an "or". EARTH AND SPACE SCIENCE This standard is focused on interactions between different species. ESS vertical alignment group recommends considering the original language as the revision changes the focus from animals to plants. Concern over misconceptions that animals are the only driver of pollination and dispersal of seeds.
LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.	KEEP ~~Rewrite: Obtain information to compare the biodiversity of different habitats.~~ ~~LS2-2-1. Make observations of plants and animals to compare the diversity of life in different habitats.~~	~~*May address later with vertical alignment*~~ ~~New rewrite in line with MA 2-LS4-1. Include in supporting content: There are many different kinds of living things in a given habitat, and they exist in different places on land and in water (LS4.D) Emphasis is on the diversity of living things in each of a variety of different habitats.~~PHYSICAL SCIENCE supporting documents should clarify that students are comparing animals in different habitats.
ESS1-2-1. Use information from several sources to provide	Keep	~~Rephrased to add 'obtain' to make consistent with other standards. In supporting document, emphasize tie-ins with ELA standards (e.g., W.2.8)~~

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
evidence that Earth events can occur quickly or slowly.	~~ESS1-2-1. UseObtain information from several sources to provide evidence that Earth events can occur quickly or slowly.~~	
ESS2-2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	Keep	In supporting document: 'Solutions' could be media, graphics, models, student-designed solutions, etc.
ESS2-2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.	Keep	This is in line with social studies standards for this grade level. Include in supporting document the fact that this does not include quantitative scaling in models.
ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid, liquid or gas.	Rewrite: Obtain information to identify where water is found on Earth and that it can be solid or liquid. ESS2-2-3. Obtain information to identify where water is found on Earth and that it can be solid~~,~~ or liquid. ~~or gas.~~ ~~Keep~~	Physical Science Group reviewed and determined "gas" was not in alignment and should not be included. The concept of "gas" could be clarified in a guidance document, that it could be addressed but need not be stressed. The relation of this standard to the surrounding standards needs to be made clear. Note that this is connected to PS1-2-4. The removal of 'gas' is consistent with NE and MA. An advanced conversation could include the discussion of gasses and the water cycle. ~~*We need to discuss in vertical alignment when the concept of 'gas is first brought up.*~~

THIRD GRADE

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS1-3-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	Keep	Forces and Interactions is introduced in Kindergarten. Within grades K-2, students have opportunities to plan and conduct investigations. Supporting documents can provide clarification for teachers and other stakeholders.
PS1-3-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	Keep LIFE SCIENCE Redundant. Observations include measurements. OR make a parenthetical OR replace the "and/or" with "and"	Making observations and measurements are developmentally appropriate. Students observe and replicated patterns from kindergarten forward.
PS1-3-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between	Rewrite: Ask questions to determine cause and effect relationships of static electricity or magnetic interactions	Clarification addresses age-appropriateness because static electricity is observable (students can see and feel it) and concrete for students at

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
two objects not in contact with each other.	between two objects not in contact with each other. PS1-3-3. Ask questions to determine cause and effect relationships of static electricity ~~electric~~ or magnetic interactions between two objects not in contact with each other.	this grade level. This change assures performance expectation is developmentally appropriate. LIFE SCIENCE Could be limiting if defined as "static electricity".
PS1-3-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.	Rewrite: Define a problem that can be solved by applying scientific ideas about magnets. PS1-3-4. Define ~~a simple design~~ a problem that can be solved by applying scientific ideas about magnets. LIFE SCIENCE Suggest "Define a problem and design a simple design solution to…"	This revision is due to age appropriateness. Students who can and want to consider more complex design problems may have that opportunity. removed "design'' for language simplicity but it should be included in support documents that this is part of the engineering process. It should be included in the support documents an explanation that "define" is part of the engineering process.
LS1-3-1. Construct an argument that some animals form groups that help members survive.	KEEP ~~Provide evidence to support construct an argument that some animals form groups that help members survive.~~	Changes made to address age appropriateness. LIFE SCIENCE Change back to original because the scaffold has been constructed with argumentation in Gr1 and Gr2.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
LS2-3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	Keep	Standard is age appropriate, is supported learning from previous grade levels and follows the guidelines from our re-write protocol.
LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.	KEEP ~~Distinguish between inherited characteristics and those characteristics that result from a direct interaction with the environment. Give examples of characteristics of living organisms that are influenced by both inheritance and the environment.~~ ~~LS2-3-2. Use evidence to support the explanation that traits can be influenced by the environment.~~	~~Used the language of the Massachusetts standard based on its clarity and age appropriateness.~~
ADD LS2-3-3	Moved from 5th grade LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	Move this standard to third grade to create a spiraling effect of similar standards that will be realized at later grades.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS1-3-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	Keep	Standard is supported with prior learning from grades K-2 and is age-appropriate.
ESS1-3-2. Obtain and combine information to describe climates in different regions of the world.	Keep	Standard is clear as written, aligns with other content areas and is age appropriate.
ESS2-3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	Keep	Standard is clear as written, aligns with other content areas and is age appropriate.

FOURTH GRADE

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS1-4-1. Use evidence to construct an explanation relating the speed of an object to the energy of that object.	Keep	Standard is developmentally appropriate for fourth grade students and is clear in its expectation. This builds from prior learning.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS1-4-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.	Rewrite: Make observations to provide evidence that energy can be transferred by heat, sound, light, and electric currents. PS1-4-2. Make observations to provide evidence that energy can be transferred ~~from place to place~~ by heat, sound, light, ~~heat,~~ and electric currents. ~~KEEP~~	EARTH AND SPACE SCIENCE Clarify this wording
PS1-4-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.	Keep	Standard is developmentally appropriate and learning is accessible for students at this grade level.
PS1-4-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	Keep	Standard is developmentally appropriate for fourth grade students and is clear in its expectation. This builds from prior learning.
PS2-4-1. Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.	Rewrite: Develop a model of a simple mechanical wave to describe patterns of amplitude and wavelength and that waves can cause objects to move. PS2-4-1. Develop a model of a simple mechanical wave ~~waves~~ to describe	Used the language of the Massachusetts standard based on its clarity and age appropriateness. This wording gives clarity to the simple mechanical wave model and strengthens the vertical alignment with middle school. It also articulates that it is the characteristics of

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	patterns ~~in terms~~ of amplitude and wavelength and that waves can cause objects to move.~~PS2-4-1 Develop a model of a simple mechanical waves (including sound) to communicate waves (a) are regular describe patterns of motion along which energy travels and (b) in terms of amplitude and wavelength and that waves can cause objects to move.~~	amplitude and wavelength that are most important in 4th grade.
PS2-4-2. Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.	Keep	Standard is developmentally appropriate for fourth grade students and is clear in its expectation. This builds from prior learning from earlier grade levels.
PS2-4-3. Generate and compare multiple solutions that use patterns to transfer information.	Keep	Standard is developmentally appropriate and learning is accessible for students at this grade level.
LS1-4-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.	Keep	Standard is clear about content and student expectations are developmentally appropriate.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
LS1-4-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	Rewrite: Use a model to describe how animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. ~~Keep~~ LS1-4-2. Use a model to describe how ~~that~~ animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.	~~Standard is clear and connects to other content areas. Learning is accessible to fourth grade students and is developmentally appropriate.~~ EARTH AND SPACE SCIENCE Changing to "how" exceeds the content limit description from 2018. Changes focus more to anatomy vs sensory input. Returning to "that" may be more appropriate
LS2-4-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.	~~Keep~~ MOVE	~~Standard is clear and connects to prior learning. Learning is accessible to fourth grade students and is developmentally appropriate.~~ ~~Further explanation may need some editing for clarity~~ Move to Grade 5 to better align with how matter is taught in Grade 5. Further explanation may need some editing for clarity. EARTH AND SPACE SCIENCE

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		ESS vertical alignment team want to ensure this does not overload amount of content to be covered in 5th grade
ESS1-4-1. Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time.	Keep	Students have multiple opportunities in prior grades to observe and use patterns and use evidence to support an explanation. Standard is developmentally appropriate.
ESS2-4-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.	Keep	Standard connects well to prior learning and is clear. Standard is grade-level appropriate.
ESS2-4-2. Analyze and interpret data from maps to describe patterns of Earth's features.	Keep	Standard connects to prior learning about landforms and patterns. Standard is clear and developmentally appropriate.
ESS3-4-1. Obtain and combine information to describe that energy and fuels are derived	Keep	Standard is clear and developmentally appropriate. No conclusionary language is contained in the standard.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
from natural resources and their uses affect the environment.		In Further explanation, consider removing "negative" from description to avoid conclusionary language.
ESS3-4-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.	Keep	Standard connects to prior learning and learning within the grade band. Standard is clear and developmentally appropriate.

EARTH AND SPACE SCIENCE

ESS vertical alignment group has concern about adding additional standards to 5th grade. Not only in the ability to cover all standards, but is particularly inhibiting for teachers to find commercial materials to support implementation of standards.

FIFTH GRADE

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS1-5-1. Develop a model to describe that matter is made of particles too small to be seen.	Keep	Standard connect to students' prior learning using models and is developmentally appropriate.
PS1-5-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.	Keep	Standard is grade level appropriate and is clear in its expectations.
PS1-5-3. Make observations and measurements to identify materials based on their properties.	Keep	Standard connects to prior learning and is developmentally appropriate.
PS1-5-4. Conduct an investigation to determine whether the mixing of two or more substances results in new substances.	Keep	Standard is clear and developmentally appropriate. Documents like cross-cutting concepts maps and Evidence Statements (like for NGSS) would be helpful and should be easy to find on the state website.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed down.	Rewrite: Support an argument that the gravitational force exerted by Earth on objects is directed downward. PS2-5-1. Support an argument that the gravitational force exerted by Earth on objects is directed downward. ~~Keep~~	Standard connect to students' prior learning and is developmentally appropriate. Further explanation needs revisions Downward sounds better.
PS3-5-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.	Keep	Standard connect to students' prior learning and is developmentally appropriate.
LS1-5-1. Support an argument that plants get the materials they need for growth chiefly from air and water.	Rewrite: Support an argument that plants get what they need for growth chiefly from air, water, and energy from the sun. LS1-5-1. Support an argument that plants get what ~~the materials~~ they need for growth chiefly from air, ~~and~~ water, and energy from the sun.~~Keep~~	Standard builds on students' prior experiences with supporting arguments. Standard is clear and developmentally appropriate. PHYSICAL SCIENCE Students need to understand that plants also need minerals for growth.
LS2-5-1. Analyze and interpret data from fossils to provide evidence of the organisms and	Rewrite: Analyze and interpret fossils to provide evidence of the types of organisms and the environments that	Used partial language of the Massachusetts standard based on its clarity and age appropriateness. This standard is in third grade in

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
the environments in which they lived long ago.	existed long ago and compare those to living organisms and their environments. LS2-5-1. Analyze and interpret ~~data from~~ fossils to provide evidence of the types of organisms and the environments ~~in which they lived~~ that existed long ago and compare those to living organisms and their environments. PHYSICAL SCIENCE Keep "data from" grammar	some places, so we used language to address fifth grade complexity expectations for consistency. Add to Further Explanation: Some kinds of plants and animals that once lived on Earth (e.g., dinosaurs) are no longer found anywhere, although others now living (e.g., lizards) resemble them in some ways. EARTH AND SPACE SCIENCE Consider moving 5-2 and 5-1 back to 3rd grade. Using original language
LS2-5-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	Rewrite: Construct an argument with evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. LS2-5-2. ~~Use evidence to~~ Construct an ~~explanation~~ argument with evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	This standard is in third grade in some places, so we used language to address fifth grade complexity expectations for consistency. EARTH AND SPACE SCIENCE Consider moving 5-2 and 5-1 back to 3rd grade. Using original language

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
LS2-5-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	MOVE ~~Keep~~	Move this standard to third grade to create a spiraling effect of similar standards that will be realized at later grades. Committee debated this standard's ambiguity of "less well", and determined that was part of the purpose of an argument. Standard is developmentally appropriate. Perhaps include examples on what it means to survive well, survive less well.
LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	Rewrite: Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals living there may change. LS2-5-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals living there may change.~~that live there may change.~~ ~~Keep~~	Change to improve grammar. Standard is developmentally appropriate and clarity is enhanced by the further explanation. The further explanation is **really important** to this standard implementation – is there a way to make sure this is available and noted?
ADD LS2-5-5	Add from fourth grade LS2-5-5. Develop a model to describe the movement of matter among plants,	Move to Grade 5 to better align with how matter is taught in Grade 5.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	animals, decomposers, and the environment.	Further explanation may need some editing for clarity
ESS1-5-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth.	Keep	Standard connect to students' prior learning concerning supporting argumentation and is developmentally appropriate.
ESS1-5-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.	Keep	Standard connects to students' prior learning regarding patterns and is developmentally appropriate.
ESS2-5-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.	Keep	Standard is developmentally appropriate and clarity is enhanced by the further explanation. The further explanation is **really important** to this standard implementation – is there a way to make sure this is available and noted?
ESS2-5-2. Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence	Rewrite: Describe and graph the relative amounts of fresh and salt water in various reservoirs, to interpret and	Standard revised for clarity and complexity for grade-level appropriateness.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
about the distribution of water on Earth.	analyze the distribution of water on Earth. ESS2-5-2. Describe and graph the amounts and percentages of fresh and salt water ~~and fresh water,~~ in various reservoirs, to interpret and analyze ~~evidence about~~ the distribution of water on Earth.	Align language to math standards. Proportions or ratios have been covered by 5th grade. Percentages are not addressed until 6th grade. Perhaps consider "Describe and graph the relative amounts of fresh and salt water"
ESS3-5-1. Support, obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.	Rewrite: Obtain and combine information about ways communities protect Earth's resources and environment using scientific ideas. ESS3-5-1.~~Support,~~ Obtain and combine information about ways ~~individual~~ communities reduce human impact ~~using science ideas~~ to protect the Earth's resources and environment using scientific ideas.	Consider "Obtain and combine information about ways communities protect Earth's resources and environment using scientific ideas." ESS vertical alignment group concern that "impact' carries a negative connotation. Have worked to mitigate that throughout the standards Standard is developmentally appropriate and clarity is enhanced by having further explanation. We used partial language from Massachusetts. Include a further explanation that addresses management as a means of protection, include examples used in Idaho.

MIDDLE SCHOOL (6-8) PHYSICAL SCIENCES

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS1-MS-1. Develop models to describe the atomic composition of simple molecules and extended structures.	Rewrite: Develop models to describe the atomic composition of simple molecules. PS1-MS-1. Develop models to describe the atomic composition of simple molecules ~~and extended structures.~~	Rationale is that the same standard is repeated in the HS standards word for word and vertical alignment is needed. (see Massachusetts's 8.MS-PS1-1. Develop a model to describe that (a) atoms combine in a multitude of ways to produce pure substances which make up all of the living and nonliving things that we encounter, (b) atoms form molecules and compounds that range in size from two to thousands of atoms, and (c) mixtures are composed of different proportions of pure substances).
PS1-MS-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.	KEEP	
PS1-MS-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.	Rewrite: Construct a scientific explanation, based on evidence, to describe that synthetic materials come from natural resources.	Discussion about using the word "benefit" instead of impact; reasons for eliminating the word impact are sociological reasons.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	PS1-MS-3. ~~Gather and make sense of information~~ Construct a scientific explanation, based on evidence, to describe that synthetic materials come from natural resources ~~and impact society.~~	Also suggested to rewrite as follows: Gather INFORMATION ABOUT natural materials and analyze the synthetic materials that can be made from natural products through chemical processes. This should be added to the proposed revision. Most synthetic materials require something to happen.
PS1-MS-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.	KEEP	Supporting documentation needed about spatial arrangement PS1-A
PS1-MS-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	KEEP	Supporting documentation and content limit needed.
PS1-MS-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.	KEEP	The further explanation is definitely needed here.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PS2-MS-1. Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.	KEEP	
PS2-MS-2. Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	Rewrite: Plan and conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object. PS2-MS-2. Plan and ~~carry out~~ conduct an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.	In order to provide evidence the investigation must also be ~~carried out~~ conducted.
PS2-MS-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.	KEEP	Please include supporting data
PS2-MS-4. Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on	KEEP	

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
the masses of interacting objects.		
PS2-MS-5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.	KEEP	Please include content limit.
PS3-MS-1. Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object.	KEEP	Please include further explanation
PS3-MS-2. Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.	Rewrite: Develop a model to describe the relationship between the relative positions of objects interacting at a distance and the relative potential energy in the system. PS3-MS-2. Develop a model to describe the relationship between the relative positions ~~that when the arrangement~~ of objects interacting at a distance ~~changes, different amounts of~~ and the~~ir~~	This still seems difficult to understand. From Massachusetts 7.MS-PS3-2 **Language more clear in the MA standard; this is why we decided to change it.** Clarification Statements: Examples of objects within systems interacting at varying distances could include Earth and either a roller coaster cart at varying positions on a hill or

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	relative potential energy ~~are stored~~ in the system.	objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a stream of water. •Examples of models could include representations, diagrams, pictures, and written descriptions of systems. State Assessment Boundaries: •State assessment will be limited to electric, magnetic, and gravitational interactions and to interactions of two objects at a time. •Calculations of potential energy are not expected in state assessment. Clarity of language from "their" to "the" and to emphasize that the energy belongs to the system.
PS3-MS-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.	KEEP	
PS3-MS-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as	KEEP	

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
measured by the temperature of the sample.		
PS3-MS-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.	KEEP	
PS4-MS-1. Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.	Rewrite: Use diagrams of a simple wave to explain that (a) a wave has a repeating pattern with a specific amplitude, frequency, and wavelength, and (b) the amplitude of a wave is related to the energy in the wave PS4-MS-1. Use ~~mathematical representations to describe~~ diagrams of a simple ~~model for~~ waves ~~that includes how~~ to explain that (a) a wave has a repeating pattern with a specific amplitude, frequency, and wavelength, and (b) the amplitude of a wave is related to the energy ~~of~~ in the wave.	From Massachusetts's 6.MS-PS4-1 The a) and b) format may need adjustment. State Assessment Boundaries: Electromagnetic waves are not expected in state assessment. State assessment will be limited to standard repeating waves. **Some concern expressed about the mathematical representations should be introduced here.**
PS4-MS-2. Develop and use a model to describe that waves are reflected, absorbed, or	KEEP	Can we include examples of materials in the supporting content?

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
transmitted through various materials.		
PS4-MS-3. Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals.	Rewrite: Present qualitative scientific and technical information to support the claim that digitized signals (0s and 1s) can be used to encode and transmit information. PS4-MS-3. ~~Integrate~~ Present qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses representing 0s and 1s) ~~are a more reliable way~~ can be used to encode and transmit information ~~than analog signals~~.	From Massachusetts 6.MS-PS4-3. **Need to include analog in the further explanation.** **Qualitative data** can be observed and recorded. This **data** type is non-numerical in nature. With this definition, can middle school students make a jump to binary code????

MIDDLE SCHOOL (6-8) LIFE SCIENCES

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
MS-LS1-1. Conduct an investigation to provide evidence that living things are made of cells; either one cell or	Keep	This standard is age appropriate, covers essential content in life science, and is consistent with

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
many different numbers and types of cells.		Massachusetts (MA) which is one of the states the legislature recommended we consider.
MS-LS1-2. Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.	Keep	Consistent with MA. Add supporting content to clarify genes to proteins.
MS-LS1-3. Use argument supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.	Rewrite: Make a claim supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells. LS1- MS-3.~~Use argument~~ Make a claim supported by evidence for how a living organism is a system of interacting subsystems composed of groups of cells.	Adjustments were made to the practice to make it more age appropriate.
MS-LS1-4. Construct a scientific argument based on evidence to defend a claim of life for a specific object or organism.	KEEP ~~Move~~	~~This standard progresses more naturally from a kindergarten standard that addresses the difference between living and nonliving things. Suggestion: Move to 4th grade.~~
MS-LS1-5. Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of	Keep	This standard spirals well from 5th grade and flows nicely into high school.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
energy into and out of organisms.		
MS-LS1-6. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.	Rewrite: Develop a conceptual model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as matter moves through an organism. LS1- MS-6. Develop a conceptual model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as ~~this~~ matter moves through an organism.	The term "conceptual" clarifies that the big ideas are modeled rather than the details of chemical reactions and their formulas. This guidance should be in supporting documentation for consistency with practices language.
LS2-MS-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.	Rewrite: Analyze and interpret data to provide evidence for the effects of periods of abundant and scarce resources on organisms and the size of populations of organisms in an ecosystem. LS2-MS-1. Analyze and interpret data to provide evidence for the effects of periods of abundant and scarce resources ~~availability~~ on organisms and	MA wording is more specific and clarifies the intent. PHYSICAL SCIENCE keep original language. The terms abundant and scarce are not needed and make it harder to read. The standard should emphasize the variability of resources not just the extremes.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	the size of populations of organisms in an ecosystem. PHYSICAL SCIENCE KEEP	
LS2-MS-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.	Keep	Pairs nicely with previous standard.
LS2-MS-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.	Keep	Important that students develop models of energy as an essential driver for ecosystems.
LS2-MS-4. Develop a model to describe the flow of energy through the trophic levels of an ecosystem.	Keep	Important that students develop models of energy as an essential driver for ecosystems.
LS2-MS-5. Construct an argument supported by empirical evidence that changes to physical or biological	Rewrite: Construct an argument supported by evidence that changes to physical or biological components of an ecosystem affect populations.	Removed empirical to avoid confusion in interpreting the language.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
components of an ecosystem affect populations.	LS2-MS-5. Construct an argument supported by ~~empirical~~ evidence that changes to physical or biological components of an ecosystem affect populations.	
LS2-MS-6. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.	Rewrite: Design and evaluate competing solutions for maintaining biodiversity and ecosystem services. LS2-MS-6. Design and ~~E~~valuate competing ~~design~~ solutions for maintaining biodiversity and ecosystem services.	Added "Design" because we feel it is important for students to come up with solutions. We would also like the further explanations to include a recommendation to use examples tied to Idaho.
LS3-MS-1. Develop and use a model to describe why mutations may result in harmful, beneficial, or neutral effects to the structure and function of the organism.	Rewrite: Develop and use a model to describe how structural changes to genes (mutations) may or may not result in changes to proteins which may lead to harmful, beneficial, or neutral effects on the organism. LS3-MS-1. Develop and use a model to describe ~~why that~~ how structural changes to genes (mutations) may or may not result in changes to proteins which may lead to harmful, beneficial, or neutral effects to ~~the structure and function of the organism~~ trait.	It is important to introduce proteins at the middle school level to prepare them for the high school standard. We used MA wording for this reason. When is genes to proteins introduced? see note in MS-LS1-2. Add supporting content to clarify genes to proteins. PHYSICAL SCIENCE use original language. Not sure if "how" or "why" in this case mean the same when referring to genes?

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	PHYSICAL SCIENCE KEEP	
LS3-MS-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.	Keep	Incorporates the SEP of developing and using models (of various kinds) and is age appropriate.
LS4-MS-1. Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.	Keep	The SEP of analyzing and interpreting data is represented well in this standard. What kind of data are the students analyzing and interpreting? When is the concept of a natural law covered (Appendix H)?
LS4-MS-2. Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern	Keep	The SEP of constructing explanations is addressed here. It also addresses common ancestry and diversification.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and fossil organisms to infer relationships.		
LS4-MS-3. Analyze displays of pictorial data to compare patterns of similarities in the anatomical structures across multiple species of similar classification levels to identify relationships.	Keep	This standards is a good age-appropriate intro
LS4-MS-4. Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.	Keep	This standard is age appropriate, builds on 5th grade standards and includes scientific practices.
LS4-MS-5. Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.	Rewrite: Obtain, evaluate, and communicate information about how technologies allow humans to influence the inheritance of desired traits in organisms. LS4-MS-5.~~Gather and synthesize~~ Obtain, evaluate, and communicate information about ~~the~~ how technologies	Obtain and evaluate is clearer than synthesize and is directly tied to our practices. Changed other wording to clarify.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~that have changed the way~~ allow humans to influence the inheritance of desired traits in organisms.	
LS4-MS-6. Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Rewrite: Use mathematical models to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time. LS4-MS-6. Use mathematical ~~representations~~ models to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.	Mathematical representations is too unclear for some.

MIDDLE SCHOOL (6-8) EARTH AND SPACE SCIENCES

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS1-MS-1. Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases,	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level. Important for students to understand this knowledge.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
eclipses of the sun and moon, and seasons.		
ESS1-MS-2. Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.	Rewrite: Develop and use a model to describe the role of gravity in the orbital motions within galaxies and the solar system. ESS1-MS-2 Develop and use a model to describe the role of gravity in the orbital motions within galaxies and the solar system.	Adding the word "orbital" gives clarity regarding motions and eliminates possible confusion about including more complex motions.
ESS1-MS-3. Analyze and interpret data to determine scale properties of objects in the solar system.	Rewrite: Analyze and interpret data to determine scale properties of objects (such as relative size, distance, motions, and features) in the solar system. ESS1-MS-3 Analyze and interpret data to determine scale properties of objects (such as relative size, distance, motions, and features) in the solar system.	The standard is broad enough to cover 6-8 and we added the parentheses to further define what scale properties could include.
ESS1-MS-4. Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's history.	Rewrite: Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to analyze Earth's history. ESS1-MS-4 Construct a scientific explanation based on evidence from	The standard allows for students to engage in scientific processes while applying science content specific vocabulary. Changing from the word "organize" to the word "analyze" requires higher order of thinking about how to study Earth's history.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	rock strata for how the geologic time scale is used to ~~organize~~ analyze Earth's history.	*Further explanation may be needed for clarity of evidence from rock strata to include index fossils, layers of meteorite dust, major events, etc.
ESS2-MS-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.	Rewrite: Develop a model to describe the cycling of Earth's materials and the internal and external flows of energy that drive the rock cycle processes. ESS2-MS-1 Develop a model to describe the cycling of Earth's materials and the internal and external flows of energy that drive~~s this~~ the rock cycle processes.	The internal and external energy are added to specify that not all energy driving these processes comes from one source. Adding the language of "rock cycle" gives clarity to the purpose of the standard and what materials are cycling.
ESS2-MS-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.	KEEP ~~Construct an explanation based on evidence for how geoscience geologic processes have changed Earth's surface at varying time and spatial scales.Keep~~	"Geologic" processes is the term that best encompasses the processes that have shaped the Earth over a variety of spatial and temporal scales. Guidance document could include clarification of what is a geoscience process Consider the word geoscience, biogeochemical, or geologic in vertical alignment. "Geomorphological" processes is another word option that may make the grammar better– plus it is a term exactly specific to what is being described here.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS2-MS-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.	Keep	Vertical alignment supports a foundation of historical discoveries and evidence for past plate motions, while in high school students will explore current plate motions. The standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS2-MS-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.	Keep	Strong vertical alignment of water cycle throughout grade levels. This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS2-MS-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.	Keep	This standard allows students to gather local data on weather. This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level. *It may need clarification on the differences between weather and climate.
ESS2-MS-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.	Keep	Understanding uneven heating is a critical piece to understanding all energy flow on Earth and how it drives water and air circulation.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS3-MS-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.	Rewrite: Construct a scientific explanation based on evidence of how Earth's mineral, energy, and groundwater resources are unevenly distributed as a result of past and current geologic processes. ESS3-MS-1 Construct a scientific explanation based on evidence ~~for how the uneven distributions~~ of how Earth's mineral, energy, and groundwater resources are unevenly distributed as a ~~the~~ result of past and current ~~geoscience~~ geologic processes.	"Geologic processes" is the term that best encompasses the processes that have shaped the Earth over a variety of spatial and temporal scales. The sentence structure was changed to improve readability.
ESS3-MS-2. Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.	Rewrite: Analyze and interpret data on natural hazards to forecast future catastrophic events to mitigate their effects. ESS3-MS-2 Analyze and interpret data on natural hazards to forecast future catastrophic events ~~and inform the development of technologies~~ to mitigate their effects.	Removing the verbiage about technology allows for a broader exploration of practices and techniques used to mitigate natural hazards. This is also more age appropriate than asking students to develop technologies in middle school. *Needs supporting documentation to include practices and technologies to mitigate the effects of natural hazards. - ARCGIS offers free mapping technology to gain skills for employment.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		- Extensive free resources available (k-12 curriculum guides) that can be provided to teachers.
ESS3-MS-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.	Rewrite: Apply scientific principles to design a method for monitoring human activity and increasing beneficial human influences on the environment. ESS3-MS-3 Apply scientific principles to design a method for monitoring ~~and minimizing a~~ human activity and increasing beneficial human influences ~~impact~~ on the environment.	The standard was edited to be less conclusionary and more balanced. *see also ESS3-MS-4 We don't need to sugar coat it. Human influences can be beneficial or not. We need to allow for both scenarios to be discussed. Possibly saying "positive and negative human activity of human influences. . . this is consistent with ESS3-MS-4
ESS3-MS-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.	Rewrite: Construct an argument based on evidence for how changes in human population and per-capita consumption of natural resources positively and negatively impact Earth's systems. ESS3-MS-4 Construct an argument ~~supported by~~ based on evidence for how ~~increases~~ changes in human population and per-capita consumption of natural resources positively and negatively impact Earth's systems.	Change of language to increase neutrality and remove conclusionary language. *Discussion should include technologies to mitigate impacts. See also ESS3-MS-3

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS3-MS-5. Ask questions to interpret evidence of the factors that cause climate variability over time.	Rewrite: Ask questions to interpret evidence of the factors that cause climate variability throughout Earth's history. ESS3-MS-5 Ask questions to interpret evidence of the factors that cause climate variability ~~over time~~ throughout Earth's history.	The change in language from "over time" to "Earth's history" is to emphasize all time periods, not a focus on a limited recent time period. Also considered was "geologic time", but that was not chosen because it may limit evidence to rock records only, rather than including seafloor sediment and ice cores.

HIGH SCHOOL (9-12) LIFE SCIENCES

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
LS1-HS-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.	Keep	This standard addresses two important core ideas: system of specialized cells carry out the essential functions of life, and DNA contains the code for protein formation.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
LS1-HS-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.	Keep	This standard is broad and appropriate. It gives curriculum designers plenty of flexibility in hitting the standard.
LS1-HS-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.	Keep	It is important that students plan and conduct investigations. We want students doing science.
LS1-HS-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.	Keep	Builds on middle school standards MS-LS-1 and MS-LS1-3, which addresses cell theory, and LS3-MS-2 which addresses the differences between asexual and sexual reproduction.
LS1-HS-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.	Keep	Spirals well from the MS standard.
LS1-HS-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from	Rewrite: Construct an explanation based on evidence that organic molecules are primarily composed of six elements, where carbon, hydrogen, and	Used MA wording that specifies the elements.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.	oxygen atoms may combine with nitrogen, sulfur, and phosphorus to form monomers (including amino acids) that can further combine to form large carbon-based macromolecules. LS1-HS-6. Construct ~~and revise~~ an explanation based on evidence that organic molecules are primarily composed of six elements, where ~~for how~~ carbon, hydrogen, and oxygen ~~from sugar molecules~~ atoms may combine with ~~other elements~~ nitrogen, sulfur, and phosphorus to form ~~amino acids and/or other~~ monomers that can further combine to form large carbon-based macromolecules.	
LS1-HS-7. Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.	Keep	Energy and matter are an important cross-cutting concept as is the practice of using a model.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
LS2-HS- 1. Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.	Keep	This standard builds on the middle school standard to have students analyze and compare more types of data sets.
LS2-HS-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.	Rewrite: Use mathematical representations to support explanations that biotic and abiotic factors affect biodiversity at different scales, including genetic diversity within a population~~s~~ and species diversity within an ecosystem. LS2-HS-2. Use mathematical representations to support ~~and revise~~ explanations ~~based on evidence about~~ that biotic and abiotic factors affect~~ing~~ biodiversity ~~and~~ at different scales, including genetic diversity within a population~~s~~ ~~in~~ and species diversity within an ecosystem~~s of different scales.~~	Included MA wording for more specifics. Should we be consistent and use mathematical models (LS4-MS-1) in the language?
LS2-HS-3. Construct and revise an explanation based on evidence for the cycling of	Remove	Combined with LS2-HS-4.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
matter and flow of energy in aerobic and anaerobic conditions.		
LS2-HS-4. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.	Rewrite: Construct an explanation us~~i~~ng mathematical representations to support claims for the flow of energy through trophic levels and the cycling of matter in an ecosystem. LS2-HS-4. Construct an explanation ~~U~~us~~e~~ing mathematical representations to support claims for ~~the cycling of matter and~~ the flow of energy ~~among organisms~~ through trophic levels and the cycling of matter in an ecosystem.	Reworded using part of the MA standards. Important to add "trophic levels" to the standard. Consistency as referred above (LS2-HS-2) is important.
LS2-HS-5. Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.	Keep	Ties into earth science standards and builds nicely from middle school standards.
LS2-HS-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively	Rewrite: Evaluate the claims, evidence, and reasoning that changing the	Shortened the standard to make it more concise.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.	conditions of a stable ecosystem may result in a new ecosystem. LS2-HS-6. Evaluate the claims, evidence, and reasoning that ~~the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but~~ changing the conditions of a static ecosystem may result in a new ecosystem.	
LS2-HS-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.	Rewrite: Design, evaluate, and/or refine practices used to manage a natural resource based on direct and indirect effects of human activities on biodiversity and ecosystem health. LS2-HS-7. Design, evaluate, and/or refine ~~a solution for~~ ~~reducing the impacts~~ practices used to manage a natural resource based on direct and indirect effects of human activities on ~~the environment and~~ biodiversity and ecosystem health.	While maintaining the practice, modifications are geared more toward natural resources and their management rather than implying the impacts of human activities. This was merged LS4-HS-6.
LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species'	Rewrite: Evaluate the evidence for the role of group behavior on individual and	The term "ability" is clearer.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
chances to survive and reproduce.	species' ability to survive and reproduce. LS2-HS-8. Evaluate the evidence for the role of group behavior on individual and species' ~~chances~~ ability to survive and reproduce.	
LS3-HS- 1. Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.	Keep	Building upon students' content knowledge in middle school, they begin to engage in higher level thinking, in particular "Asking questions".
LS3-HS-2. Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.	Keep	Spirals nicely from middle grades and multiple phenomena can be explored to acquire evidence.
LS3-HS-3. Apply concepts of statistics and probability to explain the variation and	Rewrite: Apply concepts of probability and statistical analysis to explain the	Changed "statistics" to statistical analysis to better convey what students will be doing.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
distribution of expressed traits in a population.	variation and distribution of expressed traits in a population. LS3-HS-3. Apply concepts of ~~statistics and~~ probability and statistical analysis to explain the variation and distribution of expressed traits in a population.	
LS4-HS- 1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.	Keep	It is important that students understand the current models of science and the evidence backing them.
LS4-HS-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive	Rewrite: Construct an explanation based on evidence that the process of evolution through the mechanism of natural selection primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	This standard more specifically outlines the process of evolution for high school students (age appropriate). As is, the standard guides students to gain necessary knowledge rather than theoretical understanding. Added wording similar to MA: “through the mechanism of natural selection”.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and reproduce in the environment.	LS4-HS-2. Construct an explanation based on evidence that the process of evolution through the mechanism of natural selection primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.	
LS4-HS-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	Rewrite: Apply concepts of probability and statistical analysis to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. LS4-HS-3. Apply concepts of ~~statistics and~~ probability and statistical analysis to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.	Changed "statistics" to statistical analysis to better convey what students will be doing.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
LS4-HS-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.	KEEP ~~Rewrite: Research and communicate information about key features of viruses and bacteria to explain their ability to adapt and reproduce in a wide variety of environments.~~ LS4-HS-4.~~Construct an explanation based on evidence for how natural selection leads to adaptation of populations.~~	**Addition of viruses and bacteria could be in the Further Explanation sections.** This standard as written originally would follow the vertical alignment as students have learned about adaptations, natural selection, and population dynamics in previous grades. Leaving this standard more general allows for more local studies and topics, as well as allows districts a wider choice of curricula to teach this standard. It is essential that Idaho students be able to know about population dynamics for a range of organism (not just viruses and bacteria) and allows for place-based lesson development. For example, the more broadly written original standard would allow Idaho students to examine salmonid speciation and adaptation of Chinook vs. Sockeye salmon to a variety of environments or how different pine species (lodgepole vs. ponderosa pine) adapt to different elevations and temperatures within Idaho's forests. ~~Used MA's version of this standard. The context is relevant and easily allows students to see population change in a short time. The standard builds upon LS4-HS-2.~~

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
LS4-HS-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.	Rewrite: Evaluate models that demonstrate how changes in an environment may result in the evolution of a population of a given species, the emergence of new species over generations, or the extinction of other species due to the processes of genetic drift, gene flow, mutation, and natural selection LS4-HS-5. Evaluate ~~the evidence supporting claims that~~ models that demonstrate how changes in an environment~~al conditions~~ may result in ~~: (1) increases in the number of individuals of some species, (2)~~ the evolution of a population of a given species, the emergence of new species over ~~time~~ generations, ~~and (3)~~ or the extinction of other species due to the processes of genetic drift, gene flow, mutation, and natural selection.	Used the wording of the MA standard. It was more specific and clear.
LS4-HS-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.	Remove	This standard was merged with LS2-HS-7

HIGH SCHOOL (9-12) PHYSICAL SCIENCES (CHEMISTRY)

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PSC1-HS-1. Develop models to describe the atomic composition of simple molecules and extended structures.	KEEP	See PS1-MS-1 revision to allow vertical alignment.
PSC1-HS-2. Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	KEEP	Age appropriate and balanced.
PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.	Rewrite: PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of ~~electrical~~ electrostatic forces between particles. PSC1-HS-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of ~~electrical~~ electrostatic forces between particles.	Replace electrical with electrostatic. Rationale-electrostatic more relevant in Chemistry than electrical. We looked at MA and it was more complex than we wanted.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PSC1-HS-4. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and other types of radioactive decay.	Rewrite: Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and the various modes of radioactive decay. PSC1-HS-4. Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and the ~~other types~~ various modes of radioactive decay.	Radioactive decay needs to be distinguished from fission and fusion. Fission and fusion are not types of radioactive decay. Fission *is* a type of radioactive decay of unstable large nuclei
PSC1-HS-5. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	KEEP	Age appropriate and balanced.
PSC2-HS-1 Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and	KEEP	Important to include the further explanation and content limit in this standard.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
knowledge of the patterns of chemical properties.		
PSC2-HS-2. Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.	Rewrite: Develop a model to illustrate that the energy transferred during an exothermic or endothermic chemical reaction is based on the bond energy difference between bonds broken (absorption of energy) and bonds formed (release of energy). PSC2-HS-2.Develop a model to illustrate the ~~that the release or absorption of~~ energy ~~from a~~ transferred during an exothermic or endothermic chemical reaction ~~system depends upon the changes in total~~ based on the bond energy difference between bonds broken (absorption of energy) and bonds formed (release of energy).	From Massachusetts HS-PS1-4 It helps to define the energy released or absorbed and also clarifies bond energy. Clearer wording
PSC2-HS-3. Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	KEEP	Age appropriate and balanced.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PSC2-HS-4. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	Rewrite: Use mathematical representations to support the claim that the number and type of atoms, and therefore mass, are conserved during a chemical reaction. PSC2-HS-4. Use mathematical representations to support the claim that the number and type of atoms, and therefore mass, are conserved during a chemical reaction.	Helps to clarify by adding number and type of atoms. Consistency language for mathematics is important.
PSC2-HS-5. Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.	REMOVE	Is covered in a higher level chemistry class, but beyond the scope of the age group in this standard.
PSC3-HS-1. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	Rewrite: Ask questions to clarify the idea that electromagnetic radiation can be described either by a wave model or a particle model. PSC3-HS-1 ~~Evaluate the claims, evidence, and reasoning behind~~ Ask questions to clarify the idea that electromagnetic radiation can be described either by a wave model or a	Evaluate is beyond the age group as well as looking at situations where one is more useful than the other. From Massachusetts HS-PS4-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described by either a wave model or a particle model, and that for some situations involving resonance, interference, diffraction, refraction, or the

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	particle model~~, and that for some situations one model is more useful than the other~~.	photoelectric effect, one model is more useful than the other. How you can teach this concept without this piece (Evaluate) being embedded in the instruction? Plus, it's in the MA standard that is quoted, why was it included if it was intended to be evidence that it's beyond the scope at this level?
PSC3-HS-2 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	KEEP	Please keep the further explanation and content limit here.
PSC3-HS-3. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).	KEEP	Age appropriate and balanced.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PSC3-HS-4*. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. ---OPTIONAL	KEEP	Keep examples limited to Chemistry here in the further explanation. Rationale is to keep optional here because it is mandatory in Physics.
PSC3-HS-5. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	KEEP	However, Endo and exo thermic (in the further explanation) make this confusing. Remove please.

HIGH SCHOOL (9-12) PHYSICAL SCIENCES (PHYSICS) NO REVISIONS PROPOSED

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PSP1-HS-1. Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.	KEEP	Age appropriate and balanced.
PSP1-HS-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.	KEEP	Age appropriate and balanced.
PSP1-HS-3. Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.	KEEP	Age appropriate and balanced.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PSP1-HS-4. Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.	KEEP	Include inverse square law in further explanation.
PSP1-HS-5. Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.	KEEP	Age appropriate and balanced.
PSP1-HS-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.	KEEP	We feel it is important to have this standard in both Chemistry and Physics and it is independent of which is taught first.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PSP2-HS-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.	KEEP	Age appropriate and balanced.
PSP2-HS-2. Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative positions of particles (objects).	KEEP	The further explanation and content limit show this is more aligned to Physics so we keep, even though it is identical to Chemistry PSC3-HS-3
PSP2-HS-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.	KEEP	Age appropriate and balanced.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PSP2-HS-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).	KEEP	Identical to Chemistry, but students would get it here as well and no constraints on which is taught first.
PSP2-HS-5. Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.	KEEP	Age appropriate and balanced.
PSP3-HS-1. Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.	KEEP	Age appropriate and balanced. Consistent language for mathematics is important.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
PSP3-HS-2. Evaluate questions about the advantages of using digital transmission and storage of information.	KEEP	However, it would be a better fit for a computer science class.
PSP3-HS-3. Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.	KEEP	Identical to Chemistry PSC3-HS-1, but a better fit here.
PSP3-HS-4. Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.	KEEP	It would also be appropriate in Chemistry.
PSP3-HS-5. Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.	KEEP	Age appropriate and balanced.

HIGH SCHOOL (9-12) EARTH AND SPACE SCIENCES

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS1-HS-1. Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS1-HS-2. Construct an explanation of the current model of the origin of the universe based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS1-HS-3. Communicate scientific ideas about the way stars, over their life cycle, produce elements.	Rewrite: Communicate scientific ideas about the way stars, over their life cycle, transform elements. ESS1-HS-3 Communicate scientific ideas about the way stars, over their life cycle, transform elements.	Replace the word "produce" with "transform" because "produce" implies creating the element rather than fusing elements.
ESS1-HS-4. Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		Computational fits well in this one.
ESS1-HS-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS1-HS-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS2-HS-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.	Rewrite: Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales, through both constructive and destructive forces, to form continental and ocean-floor features. ESS2-HS-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales, through both constructive and	Language added for clarity of topics including both plate tectonics and weathering and erosion processes that shape Earth's features.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	destructive forces, to form continental and ocean-floor features.	
ESS2-HS-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS2-HS-3. Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS2-HS-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS2-HS-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.	Rewrite: Plan and conduct an investigation of how the chemical and physical properties of water contribute to the mechanical and chemical mechanisms that affect Earth materials and surface processes. ESS2-HS-5 Plan and conduct an investigation of how the chemical and physical properties of water ~~and its effects~~	Water needs to be emphasized in Idaho. The chemical and physical properties both need to be specified to increase rigor. This rewrite is a combination of Idaho and Massachusetts standards.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~on~~ contribute to the mechanical and chemical mechanisms that affect Earth materials and surface processes.	
ESS2-HS-6. Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.	Rewrite: Develop a model to describe the cycling of carbon, and other nutrients, among the hydrosphere, atmosphere, geosphere, and biosphere. ESS2-HS-6 Develop a ~~quantitative~~ model to describe the cycling of carbon, and other nutrients, among the hydrosphere, atmosphere, geosphere, and biosphere.	Removal of the word "quantitative" to allow for age appropriate use of this standards in all high school grades regardless of math level. Addition of "and other nutrients" to include Idaho specific interests.
ESS2-HS-7. Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level.
ESS3-HS-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level. *Noteworthy that natural hazards are not always negative and further explanation may be needed in supporting documents.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS3-HS-2. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.	Keep	This standard is (1) balanced, non-political content, and (2) appropriate for age and grade-level. *some subsidies may cause difficulties for the cost-benefit analysis process.
ESS3-HS-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.	Rewrite: Illustrate relationships among management of natural resources, the sustainability of human populations, and biodiversity. ESS3-HS-3. ~~Create a computational simulation to~~ illustrate ~~the~~ relationships among management of natural resources, the sustainability of human populations, and biodiversity.	The removal of creating a computational simulation makes the standard more age appropriate and attainable for students, especially given limited technological resources for some. This now matches the language used by Massachusetts.
ESS3-HS-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.	Rewrite: Evaluate or refine a scientific or technological solution that mitigates or enhances human influences on natural systems. ESS3-HS-4. Evaluate or refine a scientific or technological solution that ~~reduces~~ mitigates or enhances ~~impacts of~~ human ~~activities~~ influences on natural systems. ~~Identify how relationships among Earth's systems are being modified due to human~~	~~Combined with ESS3-HS-6 to add technological mitigation and a more balanced focus on human interactions with the environment.~~ Add "scientific" to make sure that teachers are not limited to technological solutions.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~activity and evaluate or refine a technological solution that reduces impacts of mitigates or enhances human activities influences on natural systems.~~	
ESS3-HS-5. Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.	Rewrite: Analyze geoscience data and the results from global climate models to make an evidence-based explanation of how climate changes can impact Earth's systems on a global and regional scale. ESS3-HS-5. Analyze geoscience data and the results from global climate models to make an evidence-based ~~forecast~~ explanation of ~~the current rate of global or regional~~ how climate changes can ~~and associated future~~ impact~~s~~ to Earth's systems on a global and regional scale. ESS3-HS-5. Analyze ~~geoscience data and the results from~~ global climate ~~models~~ data to make an evidence-based forecast of the current rate of global or regional climate change ~~and associated future impacts to Earth systems~~.	The wording is similar to Nebraska and Massachusetts. The changes to the wording of this standard are designed to get students directly interacting with the data.

2018 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ESS3-HS-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.	Rewrite: Communicate how relationships among Earth systems are being modified due to human activity. ESS3-HS-6.-~~Use a computational representation to illustrate the~~ Communicate how relationships among Earth systems ~~and how those relationships~~ are being modified due to human activity. Large group vote to split ESS3-HS-4 into ESS3-HS-6 as currently written. ~~Remove~~	~~Combined with ESS3-HS-4. Also removed in Massachusetts.~~ Supporting content could include resources of where to find and how to utilize computational models in the evaluation aspect of ESS3-HS-6 Felt that a computational representation is a college level task and might require technology that might not be available in all districts. Communicate seems to keep the rigor but avoid the technological difficulties. Not sure the use of computational representation works here. Possibly start at "Illustrate. . . . Communication can use computational models, speaking, listening, reading, writing, all ways we communicate. Guidance could be included in the supporting docs~~Combined with ESS3-HS-4. Also removed in Massachusetts.~~

2020-2021 IDAHO CONTENT STANDARDS IN MATHEMATICS REVISION

Detailed Proposed Revisions of the 2017 Idaho Content Standards in Mathematics

IDAHO STATE DEPARTMENT OF EDUCATION
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Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

KINDERGARTEN

Counting and Cardinality – K.CC

Overall suggestions	*Note: Glossary terms identified in each K-2 Standard template by "bold" and mastery standards identified by highlighting.* Practice standards should be included in the grade overview as well as included (perhaps after grade-level standards) with grade-level clarifications Formatting suggestion of highlighting or beginning grade-level standards with the identified mastery standards. **We recommend highlighting major work (green), supporting work (yellow), and where appropriate, ad**ditional work (blue). The color coding would be very beneficial. Adding a grade-level vocabulary **glossary** document would be helpful for clarification for readers of our standards. **Definition of fluency should be included in all appropriate grade levels:** **Students are fluent when they display accuracy (correct answer), efficiency (a reasonable amount of steps in about 3-5 seconds without resorting to counting), and flexibility (using strategies such as the distributive property).** Professional development, for both instructors as well as family and community stakeholders, that focus on building procedural fluency through conceptual understanding, especially in the area of "math facts" and in the introduction of "new ideas" in every domain, is strongly encouraged by this group. Supplying information about mathematical progressions (fliers or videos) for parents (parent support documents) is necessary for successful implementation of these standards. Supplying information about mathematical progressions (fliers or videos) for parents (parent support documents) is necessary for successful implementation of these standards.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level (GL) the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Know number names and the count sequence.	Keep	Meets legislative expectations
1. Count to 100 by ones and by tens.	Keep	Meets legislative expectations Recommend to make this a mastery standard
2. Starting at a given number, c~~C~~ount forward within 100 and backward within 20. ~~beginning from a given number within the known sequence (instead of having to begin at 1).~~	~~Keep~~Revise	Meets legislative expectations Backward cardinality is included in Florida standards Recommend to make this a mastery standard
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).	Keep	Meets legislative expectations

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B. Count to tell the number of objects.	Keep	Meets legislative expectations
4. Understand the relationship between numbers and quantities; connect counting to **cardinality**.	Keep	Meets legislative expectations **Include cardinality in glossary of terms**
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Keep	Meets legislative expectations
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Keep	Meets legislative expectations
c. Understand that each successive number name refers to a quantity that is one larger. Recognize the one more pattern of counting using objects.	Keep	Meets legislative expectations MA added last line which is different than Idaho
5. Given a group of up to 20 objects, count the number of objects in that group ~~Count to answer "how many?" questions about as many as 20 things~~ and state the number of objects in a rearrangement of that group without recounting ~~arranged in a line, a~~	Revise	Meets legislative expectation Clarification for instruction-things can be arranged in a line, a rectangular array, or a circle FL B.E.S.T. standard

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~~rectangular array, or a circle, or as many as 10 things in a scattered configuration;~~ given a verbal or written number from 0~~1~~–20, count out that many objects.		
C. Compare numbers.	Keep	Meets legislative expectations
6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group for groups with up to 10 objects, ~~e.g., by using matching and counting strategies.~~	Revise	Meets legislative expectation Updated MA standard Removed instructional strategies
7. Compare two numbers between 1 and 10 presented as written numerals.	Keep	Meets legislative expectation

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Operations and Algebraic Thinking – K.OA

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level (GL) the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Keep	Meets legislative expectation
1. Represent addition and subtraction of two whole numbers within 10.~~with objects, fingers, mental images, drawings,[1] sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.~~	Revise	Meets legislative expectation Added "within 10" to address grade-level appropriateness. Removed instructional strategies and suggest the following clarification: Clarification: K.OA.A.1 Use objects, fingers, mental images, drawings,[2] sounds (e.g., claps), acting out situations,

[1] ~~Drawings need not show details, but should show the mathematics in the problem.~~

[2] Drawings need not show details, but should show the mathematics in the problem.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10.~~, e.g., by using objects or drawings to represent the problem.~~	Revise	Meets legislative expectation Removed instructional strategies and suggest the following clarification: Clarification By using objects or drawings to represent the problem, as well as the quantities within the problem. Note that fluency within 10 is not expected.
3. **Decompose** numbers less than or equal to 10 into pairs in more than one way.~~, e.g., by using objects or drawings, and record each decomposition by a drawing or equation~~ (~~e.g.~~Examples of decomposing 5 may include~~,~~ 5 = 2 + 3 and 5 = 4 + 1).	Revise	Meets legislative expectation Removed instructional strategies and suggest the following clarifications: Clarification: e.g., by using objects or drawings, and record each decomposition by a drawing or equation Clarification: Find the different ways a number from 0-10 can be represented as the sum of two numbers. Decompose, in general, means to break apart into parts. We've decided to keep the word "decompose" to allow for vertical alignment. It is an example of necessary academic language.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

4. For any number from 1 to 9, find the number that makes 10 when added to the given number~~, e.g., by using objects or drawings,~~ and record the answer~~ with a drawing or equation~~.	Revise	Meets legislative expectation Removed instructional strategies and suggest the following clarification: Clarification: Create a ten using manipulatives, number lines, models and drawings, and record the answer with models, drawing, or equation.
5. **Fluently** add and subtract within 5, including zero.	Keep	Meets legislative expectation Suggested Mastery Standard Clarification: Students are fluent when they display accuracy (correct answer), efficiency (a reasonable amount of steps in about 3-5 seconds without resorting to counting), and flexibility (using strategies such as the distributive property).

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Numbers and Operations in Base Ten – K.NBT

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level (GL) the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
K.NBT.A. Work with numbers 11-19 to gain foundations for place value.	Keep	Meets legislative expectation
1. **Compose** (put together) and **decompose** (break apart) numbers from 11 to 19 into ten ones and some further ones.~~, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.~~	Revise	Meets legislative expectation Removed instructional strategies and suggest the following clarification: **Clarification:** Using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. Include compose and decompose in glossary of terms

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Measurement and Data – K.MD

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level (GL) the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
K.MD.A. Describe and compare measurable attributes.	Keep	Meets legislative expectation
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Keep	Meets legislative expectation
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. ~~For example, directly compare the heights of two children and describe one child as taller/shorter.~~	Revise	Meets legislative expectation Removed instructional strategies and suggest the following clarification: Clarification: **For example, directly compare the heights of two children and describe one child as taller/shorter.**

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

K.MD.B. Classify objects and count the number of objects in each category.	**Keep**	**Meets legislative expectation**
3. Classify objects into given categories; count the numbers of objects in each category (up to and including 10) and sort the categories by count.	**Keep**	**Meets legislative expectation**

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Geometry – K.G

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level (GL) the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
K.G.A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Keep	Meets legislative expectation
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.	Keep	Meets legislative expectation
2. Correctly name shapes regardless of their orientations or overall size.	Keep	Meets legislative expectation
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Keep	Meets legislative expectation

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

K.G.B. Analyze, compare, create, and compose shapes.	**Keep**	**Meets legislative expectation**
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	**Keep**	**Meets legislative expectation**
5. Model shapes in the world by building shapes from components/materials ~~(e.g., sticks and clay balls)~~ and drawing shapes.	**Revise**	**Meets legislative expectation** **Removed instructional strategies and suggest the following clarification:** **Clarification:** Components/materials may include: sticks and clay balls, marshmallows and spaghetti.
6. **Compose** simple shapes to form larger two-dimensional shapes. ~~**For example, *"Can you join these two triangles with full sides touching to make a rectangle?"***~~	**Revise**	**Meets legislative expectation** Included "two-dimensional" to clarify that three-dimensional shapes are not expected. **Removed instructional strategies and suggest the following clarification:** **Clarification: For example, *"Can you join these two triangles with full sides touching to make a rectangle?"***

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

FIRST GRADE

Operations and Algebraic Thinking – 1.OA

	Please note overall standards suggestions from the K-2 Subgroup found on the Kindergarten document	
Current standard	**e)** Keep **f)** Revise: Record the revised standard (include tracked changes) **g)** Move: record what grade-level the standard should be moved to **h)** Remove standard	Rationale for revision (please provide rationale for all that apply): 4. How does the revision address the legislative committee request? **5.** Reason for removal of standard. **6.** Reason for move of GL for standard.
1.OA.A. Represent and solve problems involving addition and subtraction.	Keep	Meets legislative expectations
5. Use addition and subtraction within 20 to solve word problems. ~~involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations (number sentences) with a symbol for the~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Problems should involve situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. (See glossary table 1.)

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~unknown number to represent the problem.~~		Clarification: Solve problems using objects, drawings, and equations (number sentences) with a symbol for the unknown number to represent the problem.
6. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.~~, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: By using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
1.OA.B. Understand and apply properties of operations and the relationship between addition and subtraction.	Keep	Meets legislative expectations
7. Apply properties of operations to add. [3] ~~**For example, when adding numbers order does not matter. If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (Associative property of addition). When adding zero to a number, the result is the**~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: For example, when adding numbers order does not matter. If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (Commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12

[3] Students need not use formal terms for these properties.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~**same number (Identity property of zero for addition).**~~		(Associative property of addition). When adding zero to a number, the result is the same number (Identity property of zero for addition). Students need not use formal terms for these properties.
8. Restate a subtraction problem as a **missing addend** problem using the relationship between addition and subtraction. ~~Understand subtraction as an unknown-addend problem.~~ *For example, the equation 12 – 7 = ? can be restated as 7+?=12 to determine the difference is 5.* ~~*subtract 10 – 8 by finding the number that makes 10 when added to 8.*~~	Revise	Meets legislative expectations Adopted Florida B.E.S.T. standard and example. We've decided to keep the example that helps define "missing addend" for the non-teacher reader of the standards.
1.OA.C. Add and subtract within 20.	Keep	Meets legislative expectations
9. Relate counting to addition and subtraction. ~~(e.g., by counting on 2 to add 2).~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: *The counting all strategy requires students to count an entire set and occurs when students are able to hold the "start number" in their head and count on or back from that number.* Clarification: *Use various counting strategies, including counting all,*

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		counting on, and counting back, with numbers up to 20.
10. Demonstrate **fluency** for addition and subtraction within 10, use **strategies** to add and subtract within 20.~~Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on; making 10 (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).~~	Revise	Recommend to make this a mastery standard Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Students are fluent when they display accuracy (correct answer), efficiency (a reasonable amount of steps in about 3-5 seconds without resorting to counting), and flexibility (using strategies such as the distributive property). Clarification: Use mental strategies such as counting on; making 10 (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13). Clarification: As these strategies are repeatedly used in ways that make sense to the students, they begin to

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		understand and internalize the relationships that exist between and among numbers.
1.OA.D. Work with addition and subtraction equations.	Keep	Meets legislative expectations
11. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. ~~*For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Problem types are limited to an equation with no more than four terms. The sum or difference can be on either side of the equal sign, and are limited to sums within 20. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
12. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers, with the unknown in any position. ~~*For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ⍰ – 3, 6 + 6 = ⍰.*~~	Revise	Meets legislative expectations Adopting Florida B.E.S.T. standard Removed instructional strategies and suggest the following clarification: Clarification: Instruction begins the development of algebraic thinking skills is where the symbolic representation of the unknown uses any symbol other than a letter. For example, determine the unknown number that makes the

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.

Number and Operations in Base Ten – 1.NBT

Current standard	e) Keep f) Revise: Record the revised standard (include tracked changes) g) Move: record what grade-level the standard should be moved to h) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
1.NBT.A. Extend the counting sequence.	Keep	Meets legislative expectations
1. Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20, by 5s to 100, and by 10s to 120. ~~Count to 120, starting at any number less than 120.~~ In this range, read and write numerals and represent a number of objects with a written numeral.	Revise	Suggested Mastery Standard Meets legislative expectations Included skip counting which is found in Florida B.E.S.T. and Texas standards. Clarification: When skip counting, identify patterns in skip counting starting at zero. Note that in 2nd grade skip

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		counting by 5s, 10s, and 100s will start at any number.
1.NBT.B. Understand place value.	Keep	Meets legislative expectations
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	Keep	Meets legislative expectations
a. 10 can be thought of as a bundle of ten ones — called a "ten."	Keep	Meets legislative expectations
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Keep	Meets legislative expectations
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Keep	Meets legislative expectations
3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons. ~~with the symbols >, =, and <.~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Compare using terms less than, greater than, or equal to, and with the symbols <, >, and =.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

1.NBT.C. Use place value understanding and properties of operations to add and subtract.	Keep	Meets legislative expectations
4. Add within 100~~, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings, and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten~~.	Revise	Meets legislative expectations We restructured this standard from one long standard to a short standard with specific parts for readability and clarity. Removed instructional strategies and suggest the following clarification: Clarification: Use concrete models, drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning. Clarification: Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand.
a. Add a two-digit number and a one-digit number		
b. Add a two-digit number and a multiple of 10		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

c. Understand that when adding two-digit numbers, combine like base-ten units such as tens and tens, ones and ones; and sometimes it is necessary to compose a ten.		
5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. ~~Identify arithmetic patterns of 10 more and 10 less than using strategies based on place value.~~	Revise	Meets legislative expectations Removed confusing and unnecessary language. Removed instructional strategies and suggest the following clarification: Clarification: This standard builds on students' number sense work with tens and ones and requires them to understand and apply the concept of 10 by mentally adding ten more or ten less than any number less than 100. This understanding leads to future place value concepts. It is critical for students to do this without counting or having to write down anything.
6. Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences)~~, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and~~	Revise	Meets legislative expectations An example was included in this standard to clarify and to distinguish the intended difference between this standard and the previous standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~subtraction; relate the strategy to a written method and explain the reasoning used~~. Example: 70 – 40 can be thought of as 7 tens take away 4 tens or can be rewritten as a missing addend problem 40 + ? = 70.		Removed instructional strategies and suggest the following clarification: Clarification: Use concrete models or drawings, strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Clarification: Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand. They should also be able to relate their strategy to a written method and explain the reasoning used.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Measurement and Data – 1.MD

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
1.MD.A. Measure lengths indirectly and by iterating (repeating) length units.	Revise	Meets legislative expectations "Iterating" is a necessary academic language but we felt clarification would be helpful which is why we've included the parenthetical "repeating".
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Keep	Meets legislative expectations This is a part of "major work" in first grade and is a standard worth focusing on. Suggest the following clarifications: Clarification: This is a very important standard with research showing that students' early understanding of spatial reasoning is a strong predictor of success in later mathematical learning.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		Clarification: Students have to be able to conserve quantity and length in order to understand that the amount doesn't change just because I move the third object from one place to another in order to measure two objects. Clarification: This standard is introducing the idea of transitivity of length. Transitivity can be explicitly discussed: If A is longer than B and B is longer than C, then A must be longer than C as well. Clarification: This standard is also building on a students' understanding of seriation, ordering a set of objects by length which is area students struggle with when asked to sequence a large group of objects (6 or more). **Include iterating in glossary**
2. Express the length of an object as a whole number of length units~~,~~. ~~by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole*~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarifications: Clarification: Lay multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps, including use of standard units such as inch-tiles or

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~*number of length units with no gaps or overlaps.*~~		centimeter tiles. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. Clarification: This concept is referred to as iteration and is a foundational building block for the concept of area in 3rd Grade. Suggestion: Due to research that shows that the use of a variety of different length units, before students understand the concepts, procedures, and usefulness of measurement, may actually deter students' development. Instead, students might learn to measure correctly with standard units, and even learn to use rulers, before they can successfully use nonstandard units and understand relationships between different units of measurement. It may be useful to include use of non-standard units along with standard units for length in 2nd grade. Note that non-standard units for area are addressed in 3rd grade and non-standard units for volume are addressed in 5th grade.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

1.MD.B. Tell and write time.	Keep	Meets legislative expectations Note that this is a real-life problem at this grade level.
3. Tell and write time in hours and half-hours using analog and digital clocks.	Keep	Meets legislative expectations Note that this is a real-life problem at this grade level.
1.MD.C. Represent and interpret data.	Keep	Meets legislative expectations
4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Keep	Meets legislative expectations
1.MD.D. Work with money.	Keep	Meets legislative expectations Note that this is a real-life problem at this grade level.
5. Identify ~~the values of all U.S. coins~~quarters, dimes, and nickels and relate their values to pennies. ~~know their comparative values (e.g., a dime is of greater value than a nickel).~~ Find equivalent values (e.g., a nickel is equivalent to five pennies). ~~Use appropriate notation (e.g., 69¢). Use~~	Revise	Meets legislative expectations Clarified "all US coins" and simplified the language. Note that this is a real-life problem at this grade level. Suggested clarification:

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~the values of coins in the solutions of problems (up to 100¢).~~		Clarification: This standard focuses on the connection to place value and skip counting.

Geometry – 1.G

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
I.G.A. Reason with shapes and their attributes.	Keep	Meets legislative expectations
1. Identify, compare, and distinguish between two-and three-dimensional figures based on their defining attributes.~~Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes that possess defining attributes.~~	Revise	Meets legislative expectations Adopted Florida B.E.S.T. standard Suggested clarifications: Clarification: For example, students should build and draw shapes that possess defining attributes. The defining attributes of triangles are closed and three-sided versus non-defining

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		attributes of color, orientation, overall size. Clarification: Exploration and discovery of shapes while comparing and contrasting them based on defining attributes is a major focus of this standard.
2. Compose two-dimensional or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.~~Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.~~[4]	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarifications: Clarification: Two-dimensional figures are limited to rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles. Three-dimensional figures are limited to cubes, right rectangular prisms, right circular cones, and right circular cylinders. Clarification: Students do not need to learn formal names such as "right rectangular prism."
3. Partition circles and rectangles into two and four equal shares. D~~, d~~escribe the shares using the words *halves*, *fourths*, and *quarters*.~~, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarifications: Clarification: Use the phrases *half of*, *fourth of*, and *quarter of*. Describe the

[4] ~~Students do not need to learn formal names such as "right rectangular prism."~~

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~shares. Understand for these examples that decomposing into more equal shares creates smaller shares.~~		whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

SECOND GRADE

Operations and Algebraic Thinking – 2.OA

	Please note overall standards suggestions from the K-2 Subgroup found on the Kindergarten document	
Current standard	**i)** Keep **j)** Revise: Record the revised standard (include tracked changes) **k)** Move: record what grade-level (GL) the standard should be moved to **l)** Remove standard	Rationale for revision (please provide rationale for all that apply): 7. How does the revision address the legislative committee request? 8. Reason for removal of standard. **9.** Reason for move of GL for standard.
A. Represent and solve problems involving addition and subtraction.	Keep	Meets legislative expectations
13. Use addition and subtraction within 100 to solve one- and two-step word problems ~~involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Problems should involve situations of adding to, taking from, putting together, taking apart, and

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~and equations with a symbol for the unknown number to represent the problem~~.[1]		comparing, with unknowns in all positions. (See glossary table 1.) Clarification: Solve problems using drawings and equations (number sentences) with a symbol for the unknown number to represent the problem.
B. Add and subtract within 20	Keep	Meets legislative expectations
2. Demonstrate **fluency** for addition and subtraction within 20 using mental strategies~~Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two single-digit numbers and related differences. For example, the sum 6+5=11 has related differences of 11-5=6 and 11-6=5.~~. By the end of Grade 2, recall basic facts to add and subtract within 20 with **automaticity**.	Revise	Meets legislative expectations Recommend to make this a mastery standard Included Texas standard Removed instructional strategies and suggest the following clarification: Clarification: Use mental strategies such as counting on; making 10 (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a 10 (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing the sum 6 + 5 = 11 has related differences of 11 – 5 = 6 and 11 – 6 = 5); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		Clarification: As these strategies are repeatedly used in ways that make sense to the students, they begin to understand and internalize the relationships that exist between and among numbers. Clarification: The word "automaticity" was chosen purposefully as a distinction from memorization. Memorization refers to committing the results of unrelated operations to memory so that thinking thorugh a computation is unnecessary. Automaticity is when answers to facts must be automatic, produced in only a few seconds; thinking about the relationships among the facts is critical. Clarification: Students are fluent when they display accuracy (correct answer), efficiency (a reasonable amount of steps in about 3-5 seconds without resorting to counting), and flexibility. **Grade 2 vocabulary that should be added to a glossary: automaticity, fluency**

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

C. Work with equal groups of objects to gain foundations for multiplication.	Keep	Meets legislative expectations
3. Determine whether a group of objects (up to 20) has an odd or even number of members and ~~, e.g., by pairing objects or counting them by 2s;~~ write an equation to express an even number as a sum of two equal addends.	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Focus on the connection of recognizing even and odd numbers using skip counting, arrays and patterns in the ones place; pairing objects or count them by 2's.
4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Keep	Meets legislative expectations Suggested clarifications: Clarification: Focus on making a connection between arrays and repeated addition, which builds a foundation for multiplication. Clarification: Ex. The total number of objects arranged in a 2x5 rectangular array can be found by adding 2+2+2+2+2.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Number and Operations in Base Ten – 2.NBT

Current standard	i) Keep j) Revise: Record the revised standard (include tracked changes) k) Move: record what grade-level (GL) the standard should be moved to l) Remove standard	Rationale for revision (please provide rationale for all that apply): 4. How does the revision address the legislative committee request? 5. Reason for removal of standard. 6. Reason for move of GL for standard.
A. Understand place value.	Keep	Meets legislative expectations
3. **Compose** and **decompose** three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings, and expressions or equations. ~~Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:~~	Revise	Meets legislative expectations Adopted Florida B.E.S.T related standard Removed instructional strategies and suggest the following clarifications: Clarification: Ex. The number 241 can be expressed as 2 *hundreds* + 4 *tens* + 1 *one* or as 24 *tens* + 1 *one* or as 241 *ones*. Clarification: This standard is also making clear that the word "hundred" is used in multiple ways: 100 ones, 10 tens, or 1 unit that we call "one-hundred". **Grade 2 vocabulary that should be added to a glossary: compose (put together), decompose (break apart)**

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

a. ~~100 can be thought of as a bundle of ten tens — called a "hundred."~~	Remove	this is now captured in the overarching standard #1.
b. ~~The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).~~	Remove	this is now captured in the overarching standard #1.
4. Count within 1000; skip-count by 5s, 10s, and 100s. Identify patterns in skip counting starting at any number.	Keep	Meets legislative expectations Recommend to make this a mastery standard Recommended clarification: Clarification: Students need many opportunities counting, up to 1000, from different starting points (Example: Skip count by 10s starting at 13, or by 5's starting at 215). Multiple experiences skip counting by 5s, 10s, and 100s develops the concept of place value
5. Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.~~Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.~~	Revise	Meets legislative expectations Adopted Florida B.E.S.T. Standard Recommended clarification: Clarification: For example, the number two-hundred forty-one written in

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		standard form is 241 and in expanded form is 200+40+1.
6. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits.~~, using >, =, and < symbols to record the results of comparisons.~~	Revise	Meets legislative expectations Recommend to make this a mastery standard Removed instructional strategies and suggest the following clarifications: Clarification: Instruction should encourage students to use >, =, and < symbols to record the results of comparisons as well as ordering and plotting these numbers on a number line. Clarification: This standard calls for students to apply their knowledge of 2.NBT.1 and 2.NBT.3 by examining the value of the digits within two three-digit numbers in order to compare them.
B. Use place value understanding and properties of operations to add and subtract.	Keep	Meets legislative expectations
7. ~~Fluently~~ A~~a~~dd and subtract within 100 by choosing reliable~~using~~ **strategies** and/or **models**. ~~based on place value, properties of operations, and/or the~~	Revise	Meets legislative expectations Removed the word "Fluently" as standard 2.OA.2 defines the expectation of fluency expectations in Grade 2. Simplified standard language to assist in readability.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~relationship between addition and subtraction.~~ ~~7.~~		Clarification: Reliable strategies may include strategies based on place value, properties of operations, and/or the relationships between addition and subtraction. Reliable models may include use of drawings, number lines, and/or expressions. Clarification: Students should be familiar with multiple strategies but should be able to select and use the strategy with which they most closely connect and understand. Clarification: As these strategies are repeatedly used in ways that make sense to the students, they begin to understand and internalize the relationships that exist between and among numbers. An appropriate strategy should be selected in order to efficiently compute sums and differences. Clarification: Instruction focuses on helping a student choose a method they can use reliably. **Grade 2 vocabulary that should be added to a glossary: strategies and models**
~~7.~~8. Add up to four two-digit numbers using strategies based on place value and properties of operations.	Keep	Meets legislative expectations Suggested clarification:

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		Clarification: Instruction may include the use of manipulatives, number lines, drawings, recognize numbers may be grouped and added in any order (associative property), and combine numbers in ways that make adding easier (composing and decomposing ones, tens and hundreds when needed).
~~8.~~9. Add and subtract within 1000~~,~~ ~~using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: An appropriate strategy should be selected in order to efficiently compute sums and differences: Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
~~9.~~10. ~~Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given~~	Revise	Meets legislative expectations Reworded to make more clear using Florida B.E.S.T. language.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~number 100–900.~~Use mental strategies to add or subtract a number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.		Recommended clarification: Clarification: Students should have ample experiences developing proficiency with mental computation. Mentally adding and subtracting 10 or 100 to a given number understanding that they are only changing the tens place (multiples of ten) or the digit in the hundreds place (multiples of 100). For example, the number 236 is one hundred more than 136 because both numbers have the same digit in the ones and tens place, but differ in the hundreds place by one.
~~10.~~11. Explain why addition and subtraction strategies work, using place value and the properties of operations.[3]	Keep	Meets legislative expectations Suggested clarification: Clarification: Explanations should include the connections between the different representations. Representations can include numbers, words (including mathematical language), pictures, number lines, and/or physical objects. Any/all of these representations should be used as needed.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Measurement and Data – 2.MD

Current standard	e) Keep f) Revise: Record the revised standard (include tracked changes) g) Move: record what grade-level (GL) the standard should be moved to h) Remove standard	Rationale for revision (please provide rationale for all that apply): 4. How does the revision address the legislative committee request? 5. Reason for removal of standard. 6. Reason for move of GL for standard.
A. Measure and estimate lengths in standard units.	Keep	Meets legislative expectations
2. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Keep	Meets legislative expectations Suggested clarification: Clarification: This standard connects the measuring tool to the number line.
3. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.	Keep	Meets legislative expectations Suggested clarification Clarification: Recognize that when an object is measured in two different units, fewer of the larger units are required. When comparing measurements of the same object in different units,

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		measurement conversions are not expected.
4. Estimate lengths using units of inches, feet, centimeters, and meters.	Keep	Meets legislative expectations
5. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Keep	Meets legislative expectations
B. Relate addition and subtraction to length.	Keep	Meets legislative expectations
6. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units.~~, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	Keep	Meets legislative expectations

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

C. Work with time and money.	Keep	Meets legislative expectations
7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Keep	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Know the relationships of time including seconds in a minute, minutes in an hour, hours in a day, days in a week; days in a month and a year and approximate number of weeks in a month and weeks in a year.
a. ~~Know the relationships of time including seconds in a minute, minutes in an hour, hours in a day, days in a week; days in a month and a year and approximate number of weeks in a month and weeks in a year.~~	Remove	It suffices to include this as a clarification in Standard 7 above.
8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies (up to $10), using $ and ¢ symbols appropriately and whole dollar amounts. ~~For example: If you have 2 dimes and 3 pennies, how many cents do you have? If you have $3 and 4 quarters, how many dollars do you~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: A sample question could be, "If you have 2 dimes and 3 pennies, how many cents do you have? If you have $3 and 4 quarters, how many dollars or cents do you have?" (Students

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~have? (Students are not expected to use decimal notation.)~~		are not expected to use decimal notation.)
D. Represent and interpret data.	Keep	Meets legislative expectations
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. ~~Organize and record data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Organize and record data on a line plot (dot plot) where the horizontal scale is marked off in whole-number units.
10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put- together, take-apart, and compare problems[4] using information presented in the~~a bar~~ graph.	Revise	Meets legislative expectations Revised to show that problems can be using information for picture or bar graphs. Clarification: See glossary table for problem type explanations.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Geometry – 2.G

Current standard	e) Keep f) Revise: Record the revised standard (include tracked changes) g) Move: record what grade-level (GL) the standard should be moved to h) Remove standard	Rationale for revision (please provide rationale for all that apply): 4. How does the revision address the legislative committee request? 5. Reason for removal of standard. 6. Reason for move of GL for standard.
A. Reason with shapes and their attributes.	Keep	Meets legislative expectations
4. Identify, categorize, and draw two-dimensional figures based on their defining attributes. ~~Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, squares, rectangles, rhombuses, trapezoids, pentagons, hexagons, and cubes.~~	Revise	Meets legislative expectations Rewritten using Florida B.E.S.T. Clarification: Figures are limited to triangles, rectangles, squares, pentagons, hexagons, trapezoids, and octagons. Clarification When students categorize two-dimensional figures they should do so based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		Grade 2 vocabulary that should be added to a glossary: trapezoid
5. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	Keep	Meets legislative expectations
6. Partition circles and rectangles into two, three, or four equal shares.~~, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.~~	Revise	Meets legislative expectations Removed instructional strategies and suggest the following clarification: Clarification: Describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

THIRD GRADE

Operations and Algebraic Thinking – 3.OA

Current standard	m) Keep n) Revise: Record the revised standard (include tracked changes) o) Move: record what grade-level (GL) the standard should be moved to p) Remove standard	Rationale for revision (please provide rationale for all that apply): 10. How does the revision address the legislative committee request? 11. Reason for removal of standard. 12. Reason for move of GL for standard.
A. Represent and solve problems involving multiplication and division.		
14. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	Interpret products of whole numbers as the total number of objects in multiple equal groups. *For example, describe a context in which 5 × 7 is the total number of objects in 5 groups of 7 objects each.*	Adopted the MA standard and revised for complex verbiage. *The highlighted section needs to be indented and highlighted under the standard.
15. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally	Interpret whole-number quotients of whole numbers as the number of objects in each share when a group of objects is partitioned into equal	Adopted the MA standard and revised for complex verbiage.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	shares, or as the number of shares when a group of objects are partitioned into equal shares. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	*The highlighted section needs to be indented and highlighted under the standard.
16. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. [1]. *Clarification: Explore strategies, for example, drawings, words, arrays, repeated addition, number line, and equations to explain the meaning of multiplication.*	[1] Go to glossary to review the various problem types. Adopted the MA standard and revised for complex verbiage. *The highlighted section needs to be indented and highlighted under the standard.
17. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 =? ÷ 3, 6 × 6 = ?.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 =? ÷ 3, 6 × 6 = ?.*	Adopted the Texas standard and added the MA example.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

B. Understand properties of multiplication and the relationship between multiplication and division.		
18. Apply properties of operations to multiply. Examples: When multiplying numbers order does not matter. If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication). The product 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) When multiplying two numbers either number can be decomposed and multiplied. One can find 8 × 7 by knowing that 7 = 5 + 2 and 8 × 5 = 40 and 8 × 2 = 16, resulting in 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) When a number is multiplied by 1 the result is the same number. (Identify Property of 1 for multiplication.)	Apply the properties of operations to multiply and divide. *For example, the identity (property of 1), commutative (order), associative (grouping) and distributive (decomposing) properties.* [5]	*[1] Students need not use formal terms for these properties. Students are not expected to use distributive notation. Adopted the MA standard and revised for complex verbiage.

[5] Students need not use formal terms for these properties. Students are not expected to use distributive notation.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

19. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	Understand a division problem as a missing factor problem using the relationship between multiplication and division.	Adopted the FL standard and revised for complex verbiage using the word "understand" instead of "restate".
C. Multiply and divide within 100.		
20. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two single-digit numbers and the related division facts. For example, the product 4 × 7 = 28 has related division facts 28 ÷ 7 = 4 and 28 ÷ 4 = 7	*Demonstrate fluency for all products from 0-144.* Multiply and divide using strategies such as the relationship between multiplication and division or properties of operations.	*Keep as MASTERY STANDARD* Reworked to ensure mastery is clearly stated and addressed complex verbiage. **Clarification: 3.OA.7: Students are fluent when they display accuracy, efficiency, and flexibility. Strategies should focus on developing relationships between numbers, helping students internalize parts of numbers, and developing efficient strategies for fact retrieval.* *Proficiency* rather than fluent/fluency, discuss with large group.
D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
21. Solve two-step word problems using the four operations for problems posed with whole numbers and having whole	Solve two-step word problems involving whole numbers using the four operations.	Reworked to address complex structure

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

number answers. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]	a) Represent these problems using equations with a letter standing for the unknown quantity. b) Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.	
22. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. *For example, arithmetic patterns are patterns that change by the same rate, such as adding the same number the series 2, 4, 6, 8, 10 is an arithmetic pattern that increases by 2 between each term.*	Adopted the MA standard and reworked the example to address complex structure.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Numbers and Operations in Base Ten – 3.NBT

Current standard	m) Keep n) Revise: Record the revised standard (include tracked changes) o) Move: record what grade-level the standard should be moved to p) Remove standard	Rationale for revision (please provide rationale for all that apply): 7. How does the revision address the legislative committee request? 8. Reason for removal of standard. 9. Reason for move of GL for standard.
A. Use place value understanding and properties of operations to perform multi-digit arithmetic.[4]		
~~11.~~12. Use place value understanding to round whole numbers to the nearest 10 or 100.	Round a whole number to the tens or hundreds place, using place value understanding or a visual representation.	Adopted from NE standards.
~~12.~~13. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently add and subtract within 1000. *For example, using strategies and/or algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.* Clarification: As these strategies are repeatedly used in ways that make sense to the students, they begin to	*Keep as MASTERY STANDARD* Reworked to address complex structure.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	understand and internalize the relationships that exist between and among numbers. An appropriate strategy should be selected in order to efficiently compute sums and differences.	
~~13.~~14. Multiply one-digit whole numbers by multiples of 10 in the range 10– 90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	Multiply one-digit whole numbers by multiples of 10 in the range 10– 90. *For example, use strategies based on place value and properties of operations.* *Clarification: This standard expects students to go beyond tricks that hinder understanding such as "just adding zeroes" and explain and reason about their products. For example, in the problem 50 x 4, students should think of this as 4 groups of 5 tens or 20 tens. Twenty tens equals 200.*	Adopted the MA standard and reworked to address complex structure.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Number and Operations – Fractions[5] – 3.NF

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.		
3. Understand a fraction 1/b as the quantity formed by 1 part when a whole (a single unit) is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Develop an understanding of unit fractions using a visual fraction model. a) Explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number. b) Explain a fraction a/b as the quantity formed by a parts of size 1/b.	Adopted MA standard and restructured using TX for the sub standards to address complex structure.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.		Leave as is, adopted from MA standards.
a. Represent a unit fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the fraction 1/b is located 1/b of a whole unit from 0 on the number line.		
b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	Explain equivalence of fractions and compare fractions by reasoning about their size, in limited cases.	
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Recognize and generate simple equivalent fractions, and explain why the fractions are equivalent by using a visual fraction model. *For example, 1/2 = 2/4, 4/6 = 2/3.*	
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *For example, express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*	
d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	*MASTERY STANDARD* Compare and order fractions with the same numerator or the same denominator by reasoning about their size. Use visual representations, comparison symbols (>, =, or <) and/or verbal reasoning.	Adopted from MA and NE for clarity. *MASTERY STANDARD*

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Measurement and Data – 3.MD

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 7. How does the revision address the legislative committee request? 8. Reason for removal of standard. 9. Reason for move of GL for standard.
A. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Tell and write time to the nearest minute within the same hour and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. *For example, problems such as finding the time that is 45 minutes before 3:30 p.m. are not appropriate since it would require students to cross over the hour.* Clarification: When solving word problems involving time intervals use	Adopted MA and reworked the example for clarity and less complex verbiage.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	tools such as clocks, number line diagrams, and tables to solve problems.	
2. Measure and estimate liquid volumes and masses of objects using standard metric units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same metric units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]	Identify and use the appropriate tools and units of measurement, both customary and metric, to solve one-step word problems using the four operations involving weight, mass, liquid volume, and capacity (within the same system and unit). *Clarification: This standard does not include conversions between units. The focus is on measuring and reasonable estimates, use benchmarks to measure weight, and capacity. Use drawings (such as a beaker with a measurement scale) to represent the problem.*	Adopted NE for clarity and added customary units.
B. Represent and interpret data.		
3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	Collect survey data in up to four categories and use the results to draw a scaled picture graph or a scaled bar graph. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	Modified NE and MA for clarity in expectations of application.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

4. Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units— whole numbers, halves, or fourths.	Keep the same	Adopt MA standard as is.
C. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
5. Recognize area as an attribute of plane figures and understand concepts of area measurement.	same	
a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	same	
b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	same	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).	same	
7. Relate area to the operations of multiplication and addition.	same	
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	same	
b. Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	same	
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the	same	

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distributive property in mathematical reasoning.		
d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	*For example, using the distributive property, the area of a shape that is 6 by 7 can be determined by finding the area of the 6x5 section and the 6x2 section and then adding the two products together.* *Clarification: Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.*	Adopted the MA standard and added an example with clarification.
D. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same	same	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

perimeter and different areas or with the same area and different perimeters.		

Geometry – 3.G

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Reason with shapes and their attributes.		
1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Compare and classify shapes by their sides and angles (right angle/non-right angle). Recognize	Identify and draw quadrilaterals based on their defining attributes Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids. a) Identify the number of sides, angles, and vertices of two-dimensional shapes.	Adopted NE and merged with MA to provide clarity. QUESTION: Most elementary textbooks use the exclusive definition for trapezoid, and the Common Core State Standards do not specify which definition should be used. A sidebar in the geometry progressions states that

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

rhombuses, rectangles, squares, and trapezoids as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	b) Sort quadrilaterals into categories.	most colleges/universities use the inclusive definition, but the mathematical goals at that level are different. So, do we need to add a definition?
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Partition two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole. *For example, draw lines to separate a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	Merged NE and MA to provide clarity for complex verbiage.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Operations and Algebraic Thinking – 3.OA

Current standard	q) Keep r) Revise: Record the revised standard (include tracked changes) s) Move: record what grade-level (GL) the standard should be moved to t) Remove standard	Rationale for revision (please provide rationale for all that apply): 13. How does the revision address the legislative committee request? 14. Reason for removal of standard. 15. Reason for move of GL for standard.
E. Represent and solve problems involving multiplication and division.		
23. Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 × 7.	Interpret products of whole numbers as the total number of objects in multiple equal groups. *For example, describe a context in which 5 × 7 is the total number of objects in 5 groups of 7 objects each.*	Adopted the MA standard and revised for complex verbiage. *The highlighted section needs to be indented and highlighted under the standard.
24. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into	Interpret whole-number quotients of whole numbers as the number of objects in each share when a group of objects is partitioned into equal shares, or as the number of shares	Adopted the MA standard and revised for complex verbiage. *The highlighted section needs to be indented and highlighted under the standard.

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equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	when a group of objects are partitioned into equal shares. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	
25. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. [1]. *Clarification: Explore strategies, for example, drawings, words, arrays, repeated addition, number line, and equations to explain the meaning of multiplication.*	[1] Go to glossary to review the various problem types. Adopted the MA standard and revised for complex verbiage. *The highlighted section needs to be indented and highlighted under the standard.
26. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 =? ÷ 3, 6 × 6 = ?.	Determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product. *For example, determine the unknown number that makes the equation true in each of the equations 8 × ? = 48, 5 =? ÷ 3, 6 × 6 = ?.*	Adopted the Texas standard and added the MA example.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

F. Understand properties of multiplication and the relationship between multiplication and division.		
27. Apply properties of operations to multiply. Examples: When multiplying numbers order does not matter. If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication). The product 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) When multiplying two numbers either number can be decomposed and multiplied. One can find 8 × 7 by knowing that 7 = 5 + 2 and 8 × 5 = 40 and 8 × 2 = 16, resulting in 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) When a number is multiplied by 1 the result is the same number. (Identify Property of 1 for multiplication.)	Apply the properties of operations to multiply and divide. *For example, the identity (property of 1), commutative (order), associative (grouping) and distributive (decomposing) properties.* [6]	*[1] Students need not use formal terms for these properties. Students are not expected to use distributive notation. Adopted the MA standard and revised for complex verbiage.

[6] Students need not use formal terms for these properties. Students are not expected to use distributive notation.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

28. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.	Understand a division problem as a missing factor problem using the relationship between multiplication and division.	Adopted the FL standard and revised for complex verbiage using the word "understand" instead of "restate".
G. Multiply and divide within 100.		
29. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two single-digit numbers and the related division facts. For example, the product 4 × 7 = 28 has related division facts 28 ÷ 7 = 4 and 28 ÷ 4 = 7	*Demonstrate fluency for all products from 0-144.* Multiply and divide using strategies such as the relationship between multiplication and division or properties of operations.	*Keep as MASTERY STANDARD* Reworked to ensure mastery is clearly stated and addressed complex verbiage. **Clarification: 3.OA.7: Students are fluent when they display accuracy, efficiency, and flexibility. Strategies should focus on developing relationships between numbers, helping students internalize parts of numbers, and developing efficient strategies for fact retrieval.* *Proficiency* rather than fluent/fluency, discuss with large group.
H. Solve problems involving the four operations, and identify and explain patterns in arithmetic.		
30. Solve two-step word problems using the four operations for problems posed with whole numbers and having whole	Solve two-step word problems involving whole numbers using the four operations.	Reworked to address complex structure

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

number answers. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.[3]	a) Represent these problems using equations with a letter standing for the unknown quantity. b) Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.	
31. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.	Identify arithmetic patterns (including patterns in the addition table or multiplication table) and explain them using properties of operations. *For example, arithmetic patterns are patterns that change by the same rate, such as adding the same number the series 2, 4, 6, 8, 10 is an arithmetic pattern that increases by 2 between each term.*	Adopted the MA standard and reworked the example to address complex structure.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Numbers and Operations in Base Ten – 3.NBT

Current standard	q) Keep r) Revise: Record the revised standard (include tracked changes) s) Move: record what grade-level the standard should be moved to t) Remove standard	Rationale for revision (please provide rationale for all that apply): 10. How does the revision address the legislative committee request? 11. Reason for removal of standard. 12. Reason for move of GL for standard.
B. Use place value understanding and properties of operations to perform multi-digit arithmetic.[4]		
~~14.~~15. Use place value understanding to round whole numbers to the nearest 10 or 100.	Round a whole number to the tens or hundreds place, using place value understanding or a visual representation.	Adopted from NE standards.
~~15.~~16. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently add and subtract within 1000. *For example, using strategies and/or algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.* Clarification: As these strategies are repeatedly used in ways that make sense to the students, they begin to	*Keep as MASTERY STANDARD* Reworked to address complex structure.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	understand and internalize the relationships that exist between and among numbers. An appropriate strategy should be selected in order to efficiently compute sums and differences.	
~~16.~~17. Multiply one-digit whole numbers by multiples of 10 in the range 10– 90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	Multiply one-digit whole numbers by multiples of 10 in the range 10– 90. *For example, use strategies based on place value and properties of operations.* *Clarification: This standard expects students to go beyond tricks that hinder understanding such as "just adding zeroes" and explain and reason about their products. For example, in the problem 50 x 4, students should think of this as 4 groups of 5 tens or 20 tens. Twenty tens equals 200.*	Adopted the MA standard and reworked to address complex structure.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Number and Operations – Fractions[5] – 3.NF

Current standard	e) Keep f) Revise: Record the revised standard (include tracked changes) g) Move: record what grade-level the standard should be moved to h) Remove standard	Rationale for revision (please provide rationale for all that apply): 4. How does the revision address the legislative committee request? 5. Reason for removal of standard. 6. Reason for move of GL for standard.
Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.		
4. Understand a fraction 1/b as the quantity formed by 1 part when a whole (a single unit) is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Develop an understanding of unit fractions using a visual fraction model. a) Explain that the unit fraction 1/b represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number. b) Explain a fraction a/b as the quantity formed by a parts of size 1/b.	Adopted MA standard and restructured using TX for the sub standards to address complex structure.
3. Understand a fraction as a number on the number line; represent fractions on a number line diagram.		Leave as is, adopted from MA standards.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

b. Represent a unit fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the fraction 1/b is located 1/b of a whole unit from 0 on the number line.		
c. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.		
4. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	Explain equivalence of fractions and compare fractions by reasoning about their size, in limited cases.	
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.		
b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions	Recognize and generate simple equivalent fractions, and explain why the fractions are equivalent by using a visual fraction model.	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

are equivalent, e.g., by using a visual fraction model.	*For example, 1/2 = 2/4, 4/6 = 2/3.*	
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *For example, express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*	
d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	*MASTERY STANDARD* Compare and order fractions with the same numerator or the same denominator by reasoning about their size. Use visual representations, comparison symbols (>, =, or <) and/or verbal reasoning.	Adopted from MA and NE for clarity. *MASTERY STANDARD*

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Measurement and Data – 3.MD

Current standard	e) Keep f) Revise: Record the revised standard (include tracked changes) g) Move: record what grade-level the standard should be moved to h) Remove standard	Rationale for revision (please provide rationale for all that apply): 10. How does the revision address the legislative committee request? 11. Reason for removal of standard. 12. Reason for move of GL for standard.
E. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		
2. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Tell and write time to the nearest minute within the same hour and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. *For example, problems such as finding the time that is 45 minutes before 3:30 p.m. are not appropriate since it would require students to cross over the hour.* Clarification: When solving word problems involving time intervals use	Adopted MA and reworked the example for clarity and less complex verbiage.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	tools such as clocks, number line diagrams, and tables to solve problems.	
5. Measure and estimate liquid volumes and masses of objects using standard metric units of grams (g), kilograms (kg), and liters (l).[6] Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same metric units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.[7]	Identify and use the appropriate tools and units of measurement, both customary and metric, to solve one-step word problems using the four operations involving weight, mass, liquid volume, and capacity (within the same system and unit). *Clarification: This standard does not include conversions between units. The focus is on measuring and reasonable estimates, use benchmarks to measure weight, and capacity. Use drawings (such as a beaker with a measurement scale) to represent the problem.*	Adopted NE for clarity and added customary units.
F. Represent and interpret data.		
6. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.	Collect survey data in up to four categories and use the results to draw a scaled picture graph or a scaled bar graph. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	Modified NE and MA for clarity in expectations of application.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

7. Generate measurement data by measuring lengths of objects using rulers marked with halves and fourths of an inch. Record and show the data by making a line plot (dot plot), where the horizontal scale is marked off in appropriate units— whole numbers, halves, or fourths.	Keep the same	Adopt MA standard as is.
G. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.		
8. Recognize area as an attribute of plane figures and understand concepts of area measurement.	same	
c. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	same	
d. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	same	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

9. Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).	same	
10. Relate area to the operations of multiplication and addition.	same	
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	same	
b. Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	same	
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the	same	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

distributive property in mathematical reasoning.		
d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	*For example, using the distributive property, the area of a shape that is 6 by 7 can be determined by finding the area of the 6x5 section and the 6x2 section and then adding the two products together.* *Clarification: Use tiles and/or arrays to illustrate and explain that the area of a rectangle can be found by partitioning it into two smaller rectangles, and that the area of the large rectangle is the sum of the two smaller rectangles.*	Adopted the MA standard and added an example with clarification.
H. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
9. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same	same	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

perimeter and different areas or with the same area and different perimeters.		

Geometry – 3.G

Current standard	e) Keep f) Revise: Record the revised standard (include tracked changes) g) Move: record what grade-level the standard should be moved to h) Remove standard	Rationale for revision (please provide rationale for all that apply): 4. How does the revision address the legislative committee request? 5. Reason for removal of standard. 6. Reason for move of GL for standard.
B. Reason with shapes and their attributes.		
3. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Compare and classify shapes by their sides and angles (right angle/non-right angle). Recognize	Identify and draw quadrilaterals based on their defining attributes Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids. a) Identify the number of sides, angles, and vertices of two-dimensional shapes.	Adopted NE and merged with MA to provide clarity. QUESTION: Most elementary textbooks use the exclusive definition for trapezoid, and the Common Core State Standards do not specify which definition should be used. A sidebar in the geometry progressions states that

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

rhombuses, rectangles, squares, and trapezoids as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	b) Sort quadrilaterals into categories.	most colleges/universities use the inclusive definition, but the mathematical goals at that level are different. So, do we need to add a definition?
4. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	Partition two-dimensional figures into equal areas, and express the area of each part as a unit fraction of the whole. *For example, draw lines to separate a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	Merged NE and MA to provide clarity for complex verbiage.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

FOURTH GRADE

Operations and Algebraic Thinking – 4.OA

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level (GL) the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Use the four operations with whole numbers to solve problems.		
1. Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Interpret a multiplication equation and represent a verbal statement about a multiplication equation as a comparison. Clarification: Students should be able to identify and verbalize which number is being multiplied and which number tells how many times. A multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity.	Adopted MA standard and revised for clarity. Clarification is from Kansas.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.[1]	Multiply or divide to solve word problems involving multiplicative comparison using drawings and/or equations with a symbol for the unknown number. For example, If the cost of a red hat is three times more than a blue hat that costs $5 then a red hat cost $15. Clarification: Distinguish between multiplicative comparison from additive comparison.	Adopted MA standard and reworked for clarity, and added an example from the progression documents.
3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess	Solve multistep whole number word problems using the four operations, including problems in which remainders must be interpreted.	Adopted MA standard and revised for clarity. 3rd grade standard updated to include multiplication up to 12 x 12.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

the reasonableness of answers using mental computation and estimation strategies including rounding. Know multiplication facts and related division facts through 12 x 12.	a. Represent these problems using equations with a letter standing for the unknown quantity. b. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
B. Gain familiarity with factors and multiples.		
4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	Find all factor pairs for a whole number in the range 1–144. a. Recognize that a whole number is a multiple of each of its factors. b. Determine whether a given whole number in the range 1–144 is a multiple of a given one-digit number. c. Determine whether a given whole number in the range 1–144 is prime or composite.	Adopted MA standard, but changed the range to 1-144.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

C. Generate and analyze patterns.		
5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.	Generate a number or shape pattern that follows a given rule. Identify and explain features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Clarification: The ability to recognize and explain patterns in mathematics leads students to developing the ability to make generalizations, a foundational concept in algebraic thinking. Explain informally why the numbers will continue to alternate in this way.	Adopted MA standard and revised for clarity. Added an additional clarification statement.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Numbers and Operations in Base Ten – 4.NBT

Current standard	**a)** Keep **b)** Revise: Record the revised standard (include tracked changes) **c)** Move: record what grade-level the standard should be moved to **d)** Remove standard	**Rationale for revision (please provide rationale for all that apply):** **1.** How does the revision address the legislative committee request? **2.** Reason for removal of standard. **3. Reason for move of GL for standard.**
A. Generalize place value understanding for multi-digit whole numbers, less than or equal to 1,000,000.		
1. Recognize that in a multi-digit whole number, a digit in any place represents ten times as much as it represents in the place to its right. For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.	Recognize that in a multi-digit whole number, a digit in any place represents ten times as much as it represents in the place to its right Clarification: This standard calls for students to extend their understanding of place value related to multiplying by multiples of 10.	Adopted MA standard and rewrote for more clarity.
2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and <	Read, write and compare multi-digit whole numbers using base-ten numerals, number names, expanded form, and comparison symbols (>, =, and <).	Adopted MA standard and Florida example

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

symbols to record the results of comparisons.	For example, the number two hundred seventy-five thousand eight hundred two written in standard form is 275,802 and in expanded form is 200,000 + 70,000 + 5,000 + 800 + 2 or (2 × 100,000) + (7 × 10,000) + (5 × 1,000) + (8 × 100) + (2 × 1).	
3. Use place value understanding to round multi-digit whole numbers to any place.	Use place value understanding or visual representation to round multi-digit whole numbers to any place. Clarification: This standard refers to place value understanding, which extends beyond an algorithm or procedure for rounding. The expectation is to develop a deep understanding of place value and number sense.	Merged MA and NE standards. Added clarification statement.
B. Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.	**B. Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000** Clarification: As these strategies are repeatedly used in ways that make sense to the students, they begin to understand and internalize the relationships that exist between and among numbers. An appropriate	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	strategy should be selected in order to efficiently compute products.	
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	MASTERY STANDARD keep	
5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers. a. Use strategies based on place value and the properties of operations. b. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Reformatted MA standard,
6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors. a. Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. b. Illustrate and explain the calculation by using rectangular	Adopted MA standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	arrays, area models, and/or equations. MASTERY STANDARD b. Demonstrate fluency of division facts for dividends of 144 or less with no remainder.	

Number and Operations – Fractions[3] – 4. NF

Current standard	**a)** Keep **b)** Revise: Record the revised standard (include tracked changes) **c)** Move: record what grade-level the standard should be moved to **d)** Remove standard	**Rationale for revision (please provide rationale for all that apply):** 1. **How does the revision address the legislative committee request?** 2. **Reason for removal of standard.** 3. **Reason for move of GL for standard.**
A. Extend understanding of fraction equivalence and ordering for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	**A. Extend understanding of fraction equivalence and ordering.**	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

1. Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions, including fractions greater than 1.	Explain why a fraction a/b is equivalent to a fraction (n × a)/(n × b) by using visual fraction models, with attention to how the numbers and sizes of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions, including fractions greater than 1. For example, when a horizontal line is drawn through the center of the model, the number of equal parts doubles and the size of the parts is halved.	Adopted MA standard and example from KS.
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Compare two fractions with different numerators and different denominators, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. a. Recognize that comparisons are valid only when the two fractions refer to the same whole. b. Record the results of comparisons with symbols >, =, or <, and justify the	Adopted MA standard and revised to include verbal reasoning as a valid justification strategy.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	conclusions, by using a visual fraction model and/or verbal reasoning.	
B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	**B. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**	
3. Understand a fraction a/b with a > 1 as a sum of fractions 1/b.	keep	
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (The whole can be a set of objects).	keep	
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using drawings or visual fraction models. Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify the conclusions by using a visual fraction model and/or verbal reasoning.	Adopted MA standard and included verbal reasoning as a valid justification strategy.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	For example, 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.	
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	MASTERY STANDARD Add and subtract mixed numbers with like denominators by replacing mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction	Adopted MA standard and revised for clarity.
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Solve word problems involving addition and subtraction of fractions, including mixed numbers, with the same denominator. Justify the conclusions by using a visual fraction model and/or verbal reasoning.	Adopted MA standard and included verbal reasoning as a valid justification strategy.
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.	keep	
a. Understand a fraction a/b as a multiple of 1/b. For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the	Understand a fraction a/b as a multiple of 1/b.	Adopted MA standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

conclusion by the equation 5/4 = 5 × (1/4).	For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).	
b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)	Adopted MA standard and revised for clarity.
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $^3/_8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*	Solve word problems involving multiplication of a fraction by a whole number by using visual fraction models and/or equations to represent the problem. For example, if each person at a party will eat $^3/_8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	Adopted MA standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

C. Understand decimal notation for fractions, and compare decimal fractions.	keep	
5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	Adopted MA standard and revised for clarity.
6. Use decimal notation to represent fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Understand decimal notation for fractions. a. Use decimal notation to represent fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Adopted MA standard and revised for clarity. Added a number sense standard from Florida.keep

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	b. Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.	
7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	MASTERY STANDARD Compare two decimals to hundredths by reasoning about their size. a. Recognize that comparisons are valid only when the two decimals refer to the same whole. b. Write the comparisons using symbols (>, =, or <) and justify conclusions using visual representations and/or verbal reasoning.	Adopted MA standard and included verbal reasoning as a valid justification strategy.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Measurement and Data – 4.MD

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.** Clarification: measurements may include, but not limited to, length, area, volume, capacity, time, mass, and weight, money	Adopted MA standard and revised for clarity.
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	Know relative sizes of measurement units within any one system of units. a. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. b. Record measurement equivalents in a two- column table. For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4	Adopted MA standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...	
2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Use the four operations to solve word problems involving measurements. a. Include problems involving simple fractions or decimals. b. Include problems that require expressing measurements given in a larger unit in terms of a smaller unit. c. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Adopted MA standard and revised for clarity.
3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. (Note: When finding areas of a rectangular regions answers will be in square units. For	Apply the area and perimeter formulas for rectangles in real world and mathematical problems, expressing answers in linear (perimeter) and square (area) units. Communicate understanding of how/why the formulas work.	Adopted MA standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

example, the area of a 1 cm x 1 cm rectangular region will be 1 square centimeter (1 cm^2, students are not expected to use this notation.) When finding the perimeter of a rectangular region answers will be in linear units. For example, the perimeter of the region is: 1cm + 1cm + 1cm + 1cm = 4cm or 2(1cm) + 2(1cm) = 4cm).	Clarification: These formulas should be developed through experience not just memorization. Students are not expected to use the 1 cm^2 notation.	
B. Represent and interpret data.	Keep	
4. Make a line plot (dot plot) representation to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots). For example, from a line plot (dot plot) find and interpret the difference in length between the longest and shortest specimens in an insect collection.	Make a line plot (dot plot) to show a set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots (dot plots). For example, from a line plot (dot plot) find and interpret the difference in length between the longest and shortest specimens in an insect collection.	Adopted MA standard and revised for clarity.
C. Geometric measurement: understand concepts of angle and measure angles.		
5. Recognize angles as geometric shapes that are formed wherever two rays share	**Keep**	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

a common endpoint, and understand concepts of angle measurement:		
a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. For example: An angle that turns through $^{1}/_{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.	Adopted MA standard and modified for an example.
b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	Keep	
6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Keep	
7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems. a) use an equation with a symbol for the unknown angle measure. b) Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum	Adopted MA standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	of the angle measures of the parts.	

Geometry – 4.G

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.		
1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Keep	
2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Keep	*where or how does the trapezoid fit? Look at the grades above for clarity. Look at ISAT documents for alignment.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Keep	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

FIFTH GRADE

Operations and Algebraic Thinking – 5.OA-

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Write and interpret numerical expressions.	Keep	
1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols, e.g., (6 x 30) + (6 x ½).	1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. For example, 4.5 + (3 x 2) in word form is, four and five tenths plus the quantity 3 times 2.	Adopted MA standard and added an example from the progression documents.
2. Write simple expressions that record calculations with numbers, and	2. Write simple expressions that record calculations with numbers, and interpret	Adopted MA standard and added an example from the progression documents.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	numerical expressions without evaluating them. For example, express the calculation "Add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 12 × (7 + 91) is twelve times as large as 7 + 91, without having to calculate the indicated sum or product.	
B. Analyze patterns and relationships.	**B. Analyze patterns and relationships.**	Keep
3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.	3. Generate two numerical patterns using two given rules. a. Identify apparent relationships between corresponding terms. b. Form ordered pairs consisting of corresponding terms from the two patterns. c. Graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences. Observe that the terms in	Adopted MA standard and reworked for clarity, and added an example from the progression documents.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	one sequence are twice the corresponding terms in the other sequence and explain why this is so.	

Numbers and Operations in Base Ten – 5.NBT

Current standard	**a)** Keep **b)** Revise: Record the revised standard (include tracked changes) **c)** Move: record what grade-level the standard should be moved to **d)** Remove standard	**Rationale for revision (please provide rationale for all that apply):** **1. How does the revision address the legislative committee request?** **2. Reason for removal of standard.** **3. Reason for move of GL for standard.**
A. Understand the place value system.		
1. Recognize that in a multi-digit number, including decimals, a digit in any place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Keep standard, add example: For example: In the number 55.55, each digit is 5, but the value of the digits is different because of the placement.	Adopted MA and added an example for clarification.
2. Explain patterns in the number of zeros of the product when multiplying a	Keep standard, add example:	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	For example, 10^2 which is $10 \times 10 = 100$, and 10^3 which is $10 \times 10 \times 10 = 1{,}000$. Clarification: Provide many opportunities to explore this concept and come to this understanding; this should not be taught procedurally and just told that it is a rule.	
3. Read, write, and compare decimals to thousandths.	MASTERY STANDARD	
a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	Keep standard, add words "for example" For example, ***For example, 347.392 = 3 ´ 100 + 4 ´ 10 + 7 ´ 1 + 3 ´ ($^1/_{10}$) + 9 ´ ($^1/_{100}$) + 2 ´ ($^1/_{1000}$).***	
b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	keep the same	
4. Use place value understanding to round decimals to any place.	Keep the same	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

B. Perform operations with multi-digit whole numbers and with decimals to hundredths.		
5. Fluently multiply multi-digit whole numbers. (Include two-digit x four-digit numbers and, three-digit x three-digit numbers) using the standard algorithm.	MASTERY STANDARD Fluently multiply multi-digit whole numbers using the standard algorithm. Include two-digit x four-digit numbers and, three-digit x three-digit numbers. Clarification: Students are fluent when they display accuracy, efficiency, and flexibility.	
6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors. a. Use strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. b. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Reformatted the MA standards.
7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based	Add, subtract, multiply, and divide decimals to hundredths.	Reformatted the MA standards.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

on place value, properties of operations, and/or the relationship between addition and subtraction and between multiplication and division; relate the strategy to a written method and explain the reasoning used.	a. Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction and between multiplication and division. b. Relate the strategy to a written method and explain the reasoning used.	

Numbers and Operations – Fractions – 5.NF

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Use equivalent fractions as a strategy to add and subtract fractions.	Keep	
1. Add and subtract fractions with unlike denominators (including mixed	MASTERY STANDARD	Adopted MA standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions to produce an equivalent sum or difference of fractions with like denominators. For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)	
2. Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fraction to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators. a. Justify the conclusions by using visual fraction models and/or equations to represent the problem. b. Use benchmark fractions and number sense of fraction to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.	Adopted MA Standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	Keep	
3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers by using visual fraction models and/or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. For example, if 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	Adopted MA Standard and revised for clarity.
4. Apply and extend previous understandings of multiplication to	Keep	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

multiply a fraction or whole number by a fraction.		
a. Interpret the product (a/b) × q as a part of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model and/or area model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	Interpret the product (c/d) × q as c partitions of q into d equal parts (e.g. c × q ÷ d), using a visual fraction model and/or area model, and create a story context for the equation. For example, show (2/3) × 4 = 8/3. If 4 people have ⅔ of a pan of brownies, then they have a total of 8/3 of a pan of brownies. Do the same with (2/3) × (4/5) = 8/15. (In general, (c/d) × (e/f) = ce/df.)	Adopted MA Standard and revised for clarity.
b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Find the area of a rectangle with fractional side lengths. a. Tile it with unit squares of the appropriate unit fraction side lengths. b. Show that the area is the same by tiling as would be found by multiplying the side lengths. c. Represent fraction products as rectangular areas.	Adopted MA Standards and revise for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

5. Interpret multiplication as scaling (resizing), by:	Keep	
a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example, without multiplying tell which number is greater: 225 or ¾ x 225; 11/50 or 3/2 x 11/50?	Comparing the size of a fractional product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. For example, without multiplying tell which number is greater: 225 or ¾ x 225; 11/50 or 3/2 x 11/50?	Adopted MA Standard and revised for clarity.
b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence	When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating. Use fractional number sense and relate the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1. .	Adopted FL Standard and added part of MA Standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1.		
6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Solve real world problems involving multiplication of fractions and mixed numbers by using visual fraction models and/or equations to represent the problem. For example, Evan bought 6 roses for his mother, 2/3 of them were red. How many red roses were there?	Adopted MA Standards and revised for clarity. Added example from KRich.
7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions	Keep	
a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for (1/3) ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to	Represent division of a unit fraction by a non-zero whole number and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that (1/b) ÷ c = 1/bc) because (1/bc) × c = 1/b. For example, a student may create a story context to explain (1/3) ÷ 4, and	Modified TX Standard and MA Standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

explain that (1/3) ÷ 4 = 1/12 because (1/12) × 4 = 1/3.	use a visual fraction model to show the quotient.	
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	Represent division of a whole number by a unit fraction, and compute such quotients using a visual fraction model. Use the relationship between multiplication and division to explain that $a \div (1/b) = ab$ because $ab \times (1/b) = a$. For example, a student may create a story context to explain 4 ÷ (1/5), and use a visual fraction model to show the quotient.	Modified TX Standard and MA Standard and revised for clarity.
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and/or equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	Adopted MA Standard and revised for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

1/3-cup servings are in 2 cups of raisins?		

Measurement and Data – 5.MD

Current standard	**a)** Keep **b)** Revise: Record the revised standard (include tracked changes) **c)** Move: record what grade-level the standard should be moved to **d)** Remove standard	**Rationale for revision (please provide rationale for all that apply):** **1. How does the revision address the legislative committee request?** **2. Reason for removal of standard.** **3. Reason for move of GL for standard.**
A. Convert like measurement units within a given measurement system	keep	
1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	a. Convert among different-sized standard measurement units within a given measurement system. For example, convert 5 cm to 0.05 m b. Use conversions in solving multi-step, real world problems.	revised MA standard for clarity
B. Represent and interpret data.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

2. Make a line plot (dot plot) to display a data set of measurements in fractions of a unit. Use operations on fractions for this grade to solve problems involving information presented in line plot (dot plot). For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Collect, represent, and interpret numerical data, including whole numbers, fractional and decimal values. a. Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range. b. Use graphic displays of data (line plots (dot plots), tables, etc.) to solve real world problems using fractional data. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	Combined MA and FL. Wanted to add computation of mean, mode, median and range into the 5th grade standards per request of 6th grade.
C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	keep	
3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Recognize volume as an attribute of solid figures and understand volume measurement in terms of cubic units.	Revised MA standard for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	keep	
b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	keep	
4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and nonstandard units.	Use concrete and/or visual models to measure the volume of rectangular prisms in cubic units by counting cubic cm, cubic in, cubic ft, and nonstandard units.	adopt NE standard and revised for clarity
5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	keep	
a. Find the volume of a right rectangular prism with whole-number edge lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by	a. Find the volume of a right rectangular prism with whole-number edge lengths by packing it with unit cubes, and represent the associative property of multiplication by showing that the volume is the same as would be found by multiplying the edge lengths,	Reworded for clarity.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	equivalently by multiplying the height by the area of the base. For example, (l x w) x h= l x (w x h)	
b. Apply the formulas V = l × w × h and V = b × h (where b stands for the area of the base) for rectangular prisms to find volumes of right rectangular prisms with whole- number edge lengths in the context of solving real world and mathematical problems.	keep	
c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	c. Recognize volume as additive. 1. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts. 2. Apply this technique to solve real world problems.	revised MA standards for clarity

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Geometry – 5.G

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Graph points on the coordinate plane to solve real-world and mathematical problems.	Same	
1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the	1. Describe and understand the key attributes of the coordinate plane. a. Include perpendicular number lines (axes) with the intersection of the lines (the origin (0,0)) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.	Adopted MA standard and revised for clarity merging the MA and TX standards.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	b. Understand that the x-coordinate, the first number in an ordered pair, indicates movement parallel to the x-axis starting at the origin; and the y-coordinate, the second number, indicates movement parallel to the y-axis starting at the origin	
2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, (x and y both have positive values) and interpret coordinate values of points in the context of the situation.	Adopted from MA and defined first quadrant as having positive values. Check with 6th grade to see if they want the introduction of negative integers and movement into other quadrants.
B. Classify two-dimensional figures into categories based on their properties.	Same	
3. Understand that attributes belonging to a category of two- dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	3. Understand that attributes belonging to a category of two-dimensional figures also belong to all of the subcategories. For example, all rectangles have four right angles and squares are	Adopted MA standard and added an example from the progression documents.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	rectangles, so all squares have four right angles.	
4. Classify two-dimensional figures in a hierarchy based on properties. For example, all rectangles are parallelograms because they are all quadrilaterals with two pairs of opposite sides parallel.	4. Classify two-dimensional figures in a hierarchy based on properties. For example, all rectangles are parallelograms because they are all quadrilaterals with two pairs of opposite sides parallel.	Adopted MA standard and added an example from the progression documents.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

SIXTH GRADE

Ratios and Proportional Relationships– 6.RP

Current standard	u) Keep v) Revise: Record the revised standard (include tracked changes) w) Move: record what grade-level the standard should be moved to x) Remove standard	Rationale for revision (please provide rationale for all that apply): 16. How does the revision address the legislative committee request? 17. Reason for removal of standard. 18. Reason for move of GL for standard.
A. Understand ratio and rate concepts and use ratio and rate reasoning to solve problems.	Keep	Clearly stated, and age and mathematically appropriate.
Understand the concept of a ratio including the distinctions between part:part and part:whole and the value of a ratio; part/part and part/whole. Use ratio language to describe a ratio relationship between two quantities. For example: The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every two wings there was one beak; For every vote candidate A received, candidate C received nearly three	Replace with: Understand the concept of a ratio ~~including the distinctions between part:part and part:whole and the value of a ratio; part/part and part/whole. U~~and use ratio language to describe a ratio relationship between two quantities. For example: The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every two wings there was one beak	The added example highlights a composed unit view of ratios and the added example supports a multiplicative comparison view of ratios. Both are necessary in grade 6. ~~https://drive.google.com/file/d/1CVFKX6oriM3AhW982Y2zx2nUZJ1vGtUB/view?usp=sharing~~ ~~https://drive.google.com/file/d/0B9rUcSWWlQ0nbWc1RnhVNHVJUk0/view?usp=sharing~~

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

votes, meaning that candidate C received three out of every four votes or ¾ of all votes.	~~; For every vote candidate A received, candidate C received nearly three votes, meaning that candidate C received three out of every four votes or ¾ of all votes.~~ ***For every vote candidate A received, candidate C received nearly three votes, meaning that candidate C received approximately three times the number of votes as candidate A or candidate A received approximately ⅓ of the number of votes as candidate C***	
Understand the concept of a unit rate a/b associated with a ratio a:b with b ⍰ 0, and use rate language in the context of a ratio relationship, including the use of units. For example: This recipe has a ratio of three cups of flour to four cups of sugar, so there is ¾ cup of flour for each cup of sugar; We paid $75 for 15 hamburgers, which is a rate of five dollars per hamburger.	Replace with: Understand the concept of a unit rate a/b associated with a ratio a:b with b ⍰ 0, and use rate language in the context of a ratio relationship, ~~including the use of units.~~ For example: This recipe has a ratio of three cups of flour to four cups of sugar, so there is ¾ cup of flour for each cup of sugar; We paid $75 for 15 hamburgers, which is a rate of five dollars per hamburger.	The 'including the use of units' seems like an unnecessary specification because all ratios are in context - that is, have units. If we think enough people don't understand this idea - then it should be added in a clarification (non-regulatory) document, not in the standards (regulatory document).

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	Keep	Clearly stated, and age and mathematically appropriate.
a. Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Keep	Clearly stated, and age and mathematically appropriate.
b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	Keep	Clearly stated, and age and mathematically appropriate. PD Note: "At that rate" implies the rate remains constant.
c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Keep both ~~c & d~~6.RP.3c & 6.RP.3d, add example below to 6.RP.3d. Jessica is building a dog house out-of wooden planks. ~~The instructions use inches, but she only has a meter stick.~~ If the instructions say the house is 30 inches long, how long would	Clearly stated, and age and mathematically appropriate. Example added to increase clarity. PD Note: Standard 3c is a significant standard and takes a substantial amount of time to develop a deep

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

d. Use ratio reasoning to convert measurement units within and between measurement systems; manipulate and transform units appropriately when multiplying or dividing quantities. For example, Malik is making a recipe, but he cannot find his measuring cups! He has, however, found a tablespoon. His cookbook says that 1 cup = 16 tablespoons. Explain how he could use the tablespoon to measure out the following ingredients: two cups of flour, ½ cup sunflower seed, and 1¼ cup of oatmeal.	the ~~dog house~~doghouse be using metric measurements? 1 in = 2.54 cm	understanding. Important potential for connection to decimal operations. ~~Parking Lot Item: Could we change the example under 3d?~~ ~~The paint example includes conversions and ratio reasoning.~~ ~~For example, Malik is making a recipe, but he cannot find his measuring cups! He has, however, found a tablespoon. His cookbook says that 1 cup = 16 tablespoons. Explain how he could use the tablespoon to measure out the following ingredients: two cups of flour, ½ cup sunflower seed, and 1¼ cup of oatmeal.~~
e. Solve problems that relate the mass of an object to its volume.	Remove	Does not directly connect to the other standards in this domain.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

The Number System – 6.NS

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	Keep	Clearly stated, and age and mathematically appropriate.
1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general,	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

(a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?		
B. Compute fluently with multi-digit numbers and find common factors and multiples.	Keep	Clearly stated, and age and mathematically appropriate.
2. Fluently divide multi-digit numbers using the standard algorithm.	Keep	Clearly stated, and age and mathematically appropriate. Formatting: Can the formatting somehow denote this standard as a mastery standard. PD Note: Could be used to review place value concepts also.
3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Keep	Clearly stated, and age and mathematically appropriate. Formatting: Can the formatting somehow denote this standard as a mastery standard.
4. Use prime factorization to find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two	Replace with: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two	We simplified the language from the changes Massachusetts made in 2017.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two relatively prime numbers. For example, express 36 + 8 as 4(9 + 2).	whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4(9 + 2).	
C. Apply and extend previous understandings of numbers to the system of rational numbers.	Keep	Clearly stated, and age and mathematically appropriate.
5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge). Use positive and negative numbers (whole numbers, fractions, and decimals) to represent quantities in real-world contexts, explaining the meaning of zero in each situation.	Replace with: Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, and positive/negative electric charge). Use positive and negative numbers (including fractions and decimals) to represent quantities in real-world contexts, explaining the meaning of zero in each situation.	Removed whole numbers from the parenthetical because integers are assumed and the parenthetical ensures people understand it includes these number sets. Formatting Note: Do we need consistency in the use of 'for example', 'such as', etc.? Our recommendation would be to consider this K-12

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.	Keep	Clearly stated, and age and mathematically appropriate.
a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite.	Keep	Clearly stated, and age and mathematically appropriate. PD Note: Zero being its own opposite might be an interesting discussion point.
b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Keep	Clearly stated, and age and mathematically appropriate.
c. Find and position integers and other rational numbers on a horizontal or vertical	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.		
7. Understand ordering and absolute value of rational numbers.	Keep	Clearly stated, and age and mathematically appropriate.
a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right.	Keep standard as written, add example. For example, interpret –3.7 > –7 ½ as a statement that –3.7 is located to the right of –7 ½ on a number line oriented from left to right.	Adjusted to clarify expectations that integers, decimals, and fractions can be interchanged in usage.
b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3° C > –7° C to express the fact that –3° C is warmer than –7° C.	~~Keep~~ Replace with: Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write -3° C > –7° C to express the fact that -3° C is warmer than –7° C. ~~Add example~~ ~~A diver is at a depth of 20 meters below sea level and a hiker is 50~~	~~Clearly stated, and age and mathematically appropriate.~~ Standard modified to add clarity that the inequality should read: -3° C > –7° C.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	~~meters above sea level. Write an inequality and a statement that compares the hiker's and the diver's locations.~~	
c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars.	Keep	Clearly stated, and age and mathematically appropriate.
d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	Keep	Clearly stated, and age and mathematically appropriate.
8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first	~~Keep~~ Keep standard as written, add example. ~~Add contextual example.~~ For example, Samuel draws a coordinate plane on a map of his	Added a real-world example to give clarity to the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

coordinate or the same second coordinate.	neighborhood. He found that the distance between two consecutive whole number points is one block. His house is located at (-4,6), and his school is located at (-4,-3). How many blocks are between Samuel's house and school?	

Expressions and Equations – 6.EE

Current standard	u) Keep v) Revise: Record the revised standard (include tracked changes) w) Move: record what grade-level the standard should be moved to x) Remove standard	Rationale for revision (please provide rationale for all that apply): 13. How does the revision address the legislative committee request? 14. Reason for removal of standard. 15. Reason for move of GL for standard.
A. Apply and extend previous understandings of arithmetic to algebraic expressions.	Keep	Clearly stated, and age and mathematically appropriate.
1. Write and evaluate numerical expressions involving whole-number exponents.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

2. Write, read, and evaluate expressions in which letters stand for numbers.	Keep	Clearly stated, and age and mathematically appropriate.
a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y.	Keep	Clearly stated, and age and mathematically appropriate.
b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms.	Keep	Clearly stated, and age and mathematically appropriate.
c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole- number exponents, in the conventional order when	~~Keep~~ Keep standard as written, modify first example and add additional example. *For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume (V) and surface area (A) of a cube with sides of length s = ½.*	Added context with rationale numbers ~~.~~

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas $V = s^3$ and $A = 6 s^2$ to find the volume and surface area of a cube with sides of length s = ½.	*The formula for finding the perimeter of a rectangle is P=2l+2w. Find the perimeter of a rug that measures 7.5 ft by 9.5 ft.* ~~*or*~~ ~~*The formula for finding the volume of a cube is $V=s^3$. How much water can fill a fish tank with ½ foot long sides?*~~	
3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	Keep	Clearly stated, and age and mathematically appropriate.
4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

B. Reason about and solve one-variable equations and inequalities.	Keep	Clearly stated, and age and mathematically appropriate.
5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Keep	Clearly stated, and age and mathematically appropriate.
6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Keep	Clearly stated, and age and mathematically appropriate.
7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.	Keep	Clearly stated, and age and mathematically appropriate.
8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

have infinitely many solutions; represent solutions of such inequalities on number line diagrams.		
C. Represent and analyze quantitative relationships between dependent and independent variables.	**Represent and analyze quantitative relationships between two variables.**	Removed the focus on independent and dependent variables, and increased the focus on the relationship between two variables which is a focus of proportional reasoning in grade 6.
9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.	Replace with: Use variables to represent two quantities in a real-world problem that change in relationship to one another; write ~~an~~ equations to represent the relationship between the two quantities. ~~express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable.~~ Analyze the relationship ~~between the dependent and independent variables~~ using graphs and tables, and relate these to the equations. Include an understanding of independent and dependent variables. F~~or example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to~~	Removed the focus on independent and dependent variables, and increased the focus on the relationship between two variables which is a focus of proportional reasoning in grade 6.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	~~represent the relationship between distance and time.~~ ***For example, in a problem involving mixing water (W) and orange concentrate (C) to make a consistent flavor of orange juice, list and graph ordered pairs of cups of water and orange concentrate, and write the equations (e.g., C = ½ * W or W = 2 * C~~)~~ to represent the relationship between water (W) and orange concentrate (C).*** ***For example, when examining the relationship between time and the growth of a plant. Time tends to be thought of as the independent variable and the height of the plant tends to be thought of as the dependent variable.***	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

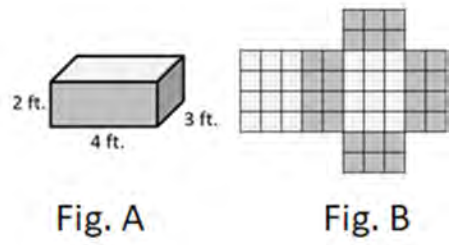
Geometry – 6.G

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 13. How does the revision address the legislative committee request? 14. Reason for removal of standard. 15. Reason for move of GL for standard.
A. Solve real-world and mathematical problems involving area, surface area, and volume.	Keep	Clearly stated, and age and mathematically appropriate.
1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Keep	Clearly stated, and age and mathematically appropriate.
3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Replace with: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side and area by joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Clarified the expectation to find the area which was implied because this standard falls under the cluster heading that includes area, surface area, and volume.
4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving	~~Keep~~ Keep standard as written, add example. For example, Explain how you could find the surface area of a rectangular prism given a three-dimensional	Example added to clarify the meaning of the two representations stated in the standard. ~~Does this example add any clarity to what a net is?~~

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

real-world and mathematical problems.	representation (Fig. A) or a net (Fig. B).  	~~I'm not sure that is does (to the question above)~~ ~~NET needs to be defined.~~ ~~Example #2 needs to be modified to read: How much wrapping paper should he purchase? The existing example asks how many rolls should he purchase when only a partial roll is needed. Take some confusion out of the lesson.~~

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Statistics and Probability – 6.SP

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Develop understanding of statistical variability.	Keep	Clearly stated, and age and mathematically appropriate.
5. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.	Keep	Clearly stated, and age and mathematically appropriate.
6. Understand that a set of data collected to answer a statistical question has a distribution, which can be described by its center (median,	Replace with: Understand that a set of data collected to answer a statistical	Removed mode as a measure of center because this is typically used in conjunction with categorical data.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

mean, and/or mode), spread (range, interquartile range), and overall shape.	question has a distribution, which can be described by its center (median and/or mean), spread (range, interquartile range, and/or mean absolute deviation), and overall shape. The focus of mean absolute deviation is visualizing deviations from the mean as a measure of variability as opposed to a focus on calculating MAD.	Clarified that mean absolute deviation should be included as a topic with a focus on conceptual understanding, as opposed to a focus on calculation, likely with a visual model.
3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Keep	Clearly stated, and age and mathematically appropriate.
B. Summarize and describe distributions.	Keep	Clearly stated, and age and mathematically appropriate.
4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots a. Read and interpret circle graphs.	Keep Remove 6.SP.4a from the standards. ~~Read and interpret circle graphs.~~	Circle graphs does not connect with the type of data examined in grade 6. This was a standard Massachusetts added. Note: Need to provide some visual examples of the displays, measures of center and measures of variability in a companion document.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

5. Summarize numerical data sets in relation to their context, such as by:	Keep	Clearly stated, and age and mathematically appropriate.
a. Reporting the number of observations.	Keep	Clearly stated, and age and mathematically appropriate.
b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	Keep	Clearly stated, and age and mathematically appropriate.
c. Giving quantitative measures of center (median, and/or mean) and variability (range and/or interquartile range), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	Replace with: Giving quantitative measures of center (median, and/or mean) and variability (range, interquartile range, and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	Clearly stated, and age and mathematically appropriate. Note: If we create a clarifications document, it will be helpful to highlight the general alignment between mean, mean absolute deviations, and histograms and median, IQR, and box-plots. In addition, clarifying why mode is not highlighted here (but instead with categorical data in elementary school).
d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	~~Keep~~ ~~Example if possible~~ Keep standard as written, add example, and cite source. ~~The shoe sizes of 15 students in a classroom are: 8, 7, 8.5, 8.5, 9, 8, 6, 7,~~	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	~~7, 6, 7.5, 6, 5, 7.5, and 10. Create a data display for the shoe sizes, then find the mean and median. What can you conclude about the 15 students' shoe sizes?~~ Bobbie is a sixth grader who competes in the 100 meter hurdles. In eight track meets during the season, she recorded the following times (to the nearest one hundredth of a second). 18.11,31.23,17.99,18.25,17.50,35.55,17.44, 17.85 Is the mean or the median a better representation of Bobbie's hurdle time? Justify your answer. (From Illustrative Mathematics)	Added an example to provide clarity of the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

SEVENTH GRADE

Ratios and Proportional Relationships– 7.RP

Current standard	y) Keep z) Revise: Record the revised standard (include tracked changes) aa) Move: record what grade-level the standard should be moved to bb) Remove standard	Rationale for revision (please provide rationale for all that apply): 19. How does the revision address the legislative committee request? 20. Reason for removal of standard. 21. Reason for move of GL for standard.
A. Analyze proportional relationships and use them to solve real-world and mathematical problems.	Keep	Clearly stated, and age and mathematically appropriate.
32. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.	Keep	Clearly stated, and age and mathematically appropriate.
33. Recognize and represent proportional relationships between quantities.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	Keep	Clearly stated, and age and mathematically appropriate. Format Note: e.g., as opposed to for example
b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Replace with: Identify the constant of proportionality in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Recognize the constant of proportionality as both the unit rate and as the multiplicative comparison between two quantities ~~to a ratio.~~	The intent was to clarify by more fully defining/describing the constant of proportionality.
c. Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	Keep	Clearly stated, and age and mathematically appropriate.
34. Use proportional relationships to solve multi-step ratio, rate, and percent problems. For example: simple interest, tax, price increases and discounts, gratuities and commissions, fees, percent increase and decrease, percent error.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

The Number System – 7.NS

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	Keep	Clearly stated, and age and mathematically appropriate.
1. Apply and extend previous understandings of addition and subtraction to add and subtract integers and other rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Keep	Clearly stated, and age and mathematically appropriate.
a. Describe situations in which opposite quantities combine to make zero. For example: A hydrogen atom has zero charge because its two constituents are	Replace with: Describe situations in which opposite quantities combine to make zero. For example: ~~A hydrogen atom has zero~~	Removed the example because it was not accurate and the new example specifically highlights that decimals are included in this standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

oppositely charged; If you open a new bank account with a deposit of $30 and then withdraw $30, you are left with a $0 balance.	~~charge because its two constituents are oppositely charged;~~ If you open a new bank account with a deposit of $30.52 and then withdraw $30.52, you are left with a $0 balance.	
b. Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Replace with: Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite are additive inverses because they have a sum of 0 (e.g., 12.5 + (-12.5) = 0). Interpret sums of rational numbers by describing real-world contexts	Clarified the intent of the standard and added an example for additive inverses.
c. Understand subtraction of rational numbers as adding the additive inverse, p – q = p + (–q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

d. Apply properties of operations as strategies to add and subtract rational numbers.	~~Keep~~ Keep standard as written, add example. For example, ¼ - 5 + ¾ + 7 = (¼ + ¾) + ((-5) + 5) + 2	Example added to provide clarification on use of rational numbers and integer operations.
2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide integers and other rational numbers.	Keep	Clearly stated, and age and mathematically appropriate.
a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (–1)(–1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	Replace with: Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as ~~(-1)(-1) = 1~~ (-½)(-1)=½ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	Clarified by adding a rational number example.
b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

number. If p and q are integers, then –(p/q) = (–p)/q = p/(–q). Interpret quotients of rational numbers by describing real-world contexts.		
c. Apply properties of operations as strategies to multiply and divide rational numbers.	~~Keep~~ Keep standard as written, add example. ~~Add example~~ For example, -4(0.25 - 1) = ((-4) x 0.25) + ((-4) x (-1)) = -1 + 4 = 3	Example added to provide clarification on use of rational numbers and integer operations.
d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Replace with: Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates ~~in 0s~~ or eventually repeats.	Redundant to include ~~add~~ in zero
3. Solve real-world and mathematical problems involving the four operations with integers and other rational numbers.	~~Keep~~ Keep standard as written, add example, add citation (?). ~~Add example~~ For example: A water well drilling rig has dug to a height of –60 feet after one full day of continuous use. If the rig has been running constantly and is currently at a height of –143.6 feet, for how long has the rig been running?	Added a real-~~-~~world example to show integers and other rational numbers in context.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	-modified from Illustrative Mathematics	

Expressions and Equations – 7.EE

Current standard	y) Keep z) Revise: Record the revised standard (include tracked changes) aa) Move: record what grade-level the standard should be moved to bb) Remove standard	Rationale for revision (please provide rationale for all that apply): 16. How does the revision address the legislative committee request? 17. Reason for removal of standard. 18. Reason for move of GL for standard.
A. Use properties of operations to generate equivalent expressions.	Keep	Clearly stated, and age and mathematically appropriate.
~~17.~~18. Apply properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients. For example, 4x + 2 = 2(2x +1) and -3(x – 5⁄3) = -3x + 5.	Keep	Clearly stated, and age and mathematically appropriate.
2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For	Replace with: Understand that rewriting an expression in different forms in a problem context can shed light on	Added the language of 'for example' to clarify that there were two separate examples provided.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05." A shirt at a clothing store is on sale for 20% off the regular price, "p". The discount can be expressed as 0.2p. The new price for the shirt can be expressed as p – 0.2p or 0.8p.	the problem and how the quantities in it are related. For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05." For example: A shirt at a clothing store is on sale for 20% off the regular price, "p". The discount can be expressed as 0.2p. The new price for the shirt can be expressed as p – 0.2p or 0.8p.	
B. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	Keep	Clearly stated, and age and mathematically appropriate.
3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a	Replace with: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (integers, fractions, and decimals). Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an	Clarified that integers were included. Taking out "using tools strategically." because it did not provide clarity. In addition, using tools strategically is assumed across standards based on the mathematical practice standards. Add "For example" to the second example to make clear that there are two examples.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. For example: If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	
4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	Keep	Clearly stated, and age and mathematically appropriate.
a. Solve word problems leading to equations of the form px + q = r and p(x ÷ q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	Replace with: ~~Keep~~ Solve word problems leading to equations of the form px + q = r and p(x ÷ q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its width is 6 cm. What is its length?	~~Clearly stated, and age and mathematically appropriate.~~ ~~The example when solved, the 'length' is shorter than the 'width'. This is NOT conventional. The example should read: 'Its width is 6cm. What is its length?~~ Modification better represents the convention that width is the shorter side of a rectangle and length is the longer side.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example, as a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions.	Keep	Clearly stated, and age and mathematically appropriate.
c. Extend analysis of patterns to include analyzing, extending, and determining an expression for simple arithmetic and geometric sequences (e.g., compounding, increasing area), using tables, graphs, words, and expressions.	Remove 7.EE.4C	Removed this standard (that was added by Massachusetts) because (a) analyzing patterns is already embedded as a mathematical practice standard, and (b) it is more fully developed in high school.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Geometry – 7.G

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 16. How does the revision address the legislative committee request? 17. Reason for removal of standard. 18. Reason for move of GL for standard.
A. Draw, construct, and describe geometrical figures and describe the relationships between them.	Keep	Clearly stated, and age and mathematically appropriate.
7. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	~~Keep~~ Keep standard as written, add example, add citation. For Example: Mariko has an 80:1 scale-drawing of the floor plan of her house. On the floor plan, the dimensions of her rectangular living room are 178 inches by 212 inches. What is the area of her real living room in square feet? • From Illustrative Mathematics	Added example to provide clarity on computing actual lengths from scale drawings.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

2. Draw (freehand, with ruler and protractor, and with technology) two-dimensional geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	~~Keep~~ Keep standard as written, add example, add citation. For example, A triangle with side lengths **3 cm**, **4 cm**, and **5 cm** exists. Use a compass and ruler to draw a triangle with these side lengths. • Modified from Engage NY M6L9	
3. Describe the shape of the two-dimensional face of the figure that results from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Keep	Clearly stated, and age and mathematically appropriate.
B. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	Keep	Clearly stated, and age and mathematically appropriate.
4. Circles and measurement:	Understand the attributes and measurements of circles.	Clarified the expectations for students.
a. Know that a circle is a two-dimensional shape created by connecting all of the points equidistant from a fixed point called the center of the circle.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

b. Understand and describe the relationships among the radius, diameter, and circumference of a circle.	Replace 7.G.4b, 7.G.4c and 7.G.4e with:~~...~~ Develop an understanding of circle attributes including radius, diameter, circumference, and area and investigate the relationships between each.	The standard was rewritten to clarify the need to investigate relationships between the attributes of circles listed.
c. Understand and describe the relationship among the radius, diameter, and area of a circle. d. Know the formulas for the area and circumference of a circle and use them to solve problems.	Replace with~~...~~ 7.G.4b see above Renumber 7.G.4d as 7.G.4c, and replace with: Informally derive and know the formulas for the area and circumference of a circle and use them to solve problems	~~Covered in the new statement~~ Revised standard is addressed in 7.G.4b. Clarified the expectations to know and also derive the formula.
e. Give an informal derivation of the relationship between the circumference and area of a circle.	Replace with~~...see~~ 7.G.4b, see above	C~~overed in the new statement~~Revised standard is addressed in 7.G.4b.
5. Use facts about supplementary, complementary, vertical, and adjacent angles i~~n a multi-step problem~~ to write ~~simple~~ equations and use them to solve for an unknown angle in a figure.	Replace with: Use facts about supplementary, complementary, vertical, and adjacent angles to write equations and use them to solve for an unknown angle in	Removing "simple" as it didn't add any meaning Removed "Multistep problems" for the same reason as above

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	a figure. For example: The ratio of the measurement of an angle to its complement is $1:2$. Create and solve an equation to find the measurement of the angle and its complement. -From Engage NY M5L1	(Does the example need to include writing an equation?)
6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Replace with: Generalize strategies for finding area, volume, and surface areas of two- and three-dimensional objects composed of triangles, quadrilateral, polygons, cubes, and right prims. Solve real-world and mathematical problems in each of these areas. For example, A playground is being updated. Sand underneath a swing needs be at least 15 inches deep. The sand under the swings is currently only 12 inches deep. The rectangular area under the ~~small~~ swing set measures 9 feet by 12 feet. How much additional sand will be needed to meet the requirement? -modified from Illustrative Mathematics	Focuses on students using efficient strategies and consistent structures for solving these problems.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Statistics and Probability – 7.SP

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Use random sampling to draw inferences about a population.	keep	Clearly stated, and age and mathematically appropriate.
7. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	keep	Clearly stated, and age and mathematically appropriate.
8. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to	Replace with: ~~Use data from a random sample to draw inferences about a population with an unknown characteristic of~~	~~Doesn't add to the meaning of the standard~~New standard clarifies the

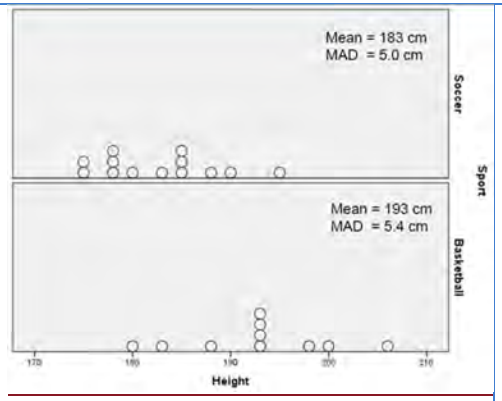
Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	~~interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.~~ ~~Michele's suggestion below~~ Use data from a random sample about an unknown characteristic of a population. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions (i.e., generate a sampling distribution). For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.	purpose of the standard and actions of students.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

B. Draw informal comparative inferences about two populations.	keep	Clearly stated, and age and mathematically appropriate.
9. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team and both distributions have similar variability (mean absolute deviation) of about 5 cm. The difference between the mean heights of the two teams (10 cm) is about twice the variability (5 cm) on either team. On a dot plot, the separation between the two distributions of heights is noticeable.	~~Keep~~ ~~Ask about including visual example~~ Replace with: Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. *For example, the difference in the mean height between players on the basketball team versus the soccer team is 10 cm. This difference in the means - 10 cm - is about twice the variability (mean absolute deviation) on either team (i.e., mean divided by the MAD). On a dot plot, the separation between the two distributions of heights is noticeable.*	~~Clearly stated, and age and mathematically appropriate.~~The modified example and subsequent graph of data clarifies the purpose of this standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

		
10. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.	Keep	Clearly stated, and age and mathematically appropriate.
C. Investigate chance processes and develop, use, and evaluate probability models.	keep	Clearly stated, and age and mathematically appropriate.
5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely	Replace with: Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. ~~Larger numbers~~	Definition doesn't need to be included in the stanard

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	~~indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.~~ ~~Add example that covers definition and real life scenario~~ For example: The likelihood of drawing a 4 from a deck of cards is .25. The likelihood of flipping a coin and landing on heads is .5. It is more likely that a flipped coin will~~o~~ land on heads than it is to choose a 4 from a deck of cards. (.5 is greater than .25).	
6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.	Replace with: Approximate the (theoretical) probability of a chance event by collecting data ~~on the chance process that produces it~~ and observing its long-run relative frequency (experimental probability). ***For example, when drawing chips out of a bag containing an unknown number of red and white chips, estimate the probability of selecting a particular chip color given multiple draws.*** Predict the approximate relative frequency given the (theoretical) probability. ***For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled ~~roughly~~***	Note: Formatting issue – should we have an (A) and (B) under 6 or should we paste the example after each sentence?

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	approximately 200 times, but probably not exactly 200 times.	
7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	Keep	Clearly stated, and age and mathematically appropriate.
a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.	Keep	Clearly stated, and age and mathematically appropriate.
b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?		
8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Keep	Clearly stated, and age and mathematically appropriate.
a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs	Keep	Clearly stated, and age and mathematically appropriate.
b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

c. Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

EIGHTH GRADE

The Number System – 8.NS

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Know that there are numbers that are not rational, and approximate them by rational numbers.	Keep	Clearly stated, and age and mathematically appropriate.
35. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	Keep	Clearly stated, and age and mathematically appropriate.
36. Use rational approximations of irrational numbers to compare the size	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π2). For example, by truncating the decimal expansion of √2, show that √2 is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.		

Expressions and Equations – 8.EE

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Work with radicals and integer exponents.	Keep	Clearly stated, and age and mathematically appropriate.
~~18.~~19. Know and apply the properties of integer exponents to generate equivalent numerical expressions. For	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

example, ***32 × 3–5 = 3–3 = 1⁄33 = 1⁄27.***		
~~19.~~20. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	Keep	Clearly stated, and age and mathematically appropriate.
3. Use numbers expressed in the form of a single digit multiplied by an integer power of 10 to estimate very large or very small quantities, and express how many times as much one is than the other. For example, estimate the population of the United States as 3 × 108 and the population of the world as 7 × 109, and determine that the world population is more than 20 times larger.	Replace with: Use numbers expressed in the form of a single digit multiplied by an integer power of 10 (scientific notation) to estimate very large or very small quantities, and express how many times as much one is than the other. ***For example, estimate the population of the United States as 3 × 108 and the population of the world as 7 × 109, and determine that the world population is more than 20 times larger.***	Clarifying the concept being described with the parenthetical related to scientific notation.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	Keep	Clearly stated, and age and mathematically appropriate.
B. Understand the connections between proportional relationships, lines, and linear equations.	Keep	Clearly stated, and age and mathematically appropriate.
5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.		
6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.	Keep	Clearly stated, and age and mathematically appropriate.
C. Analyze and solve linear equations and pairs of simultaneous linear equations.	Keep	Clearly stated, and age and mathematically appropriate.
7. Solve linear equations in one variable.	Keep	Clearly stated, and age and mathematically appropriate.
a. Give examples of linear equations in one variable	Replace with:	Added example for clarification

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a (1 solution), a = a (infinitely many solutions), or a = b (no solution) results (where a and b are different numbers). For example: -3x – 2 = 7x + 2 – 10x has no solution because the equation simplifies to –2 = 2 which is false for any value of x.	
b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

property and collecting like terms.		
8. Analyze and solve pairs of simultaneous linear equations.	Keep	Clearly stated, and age and mathematically appropriate. Note: Talk to high school about linear systems and how they are different across the grade levels.
a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Keep	Clearly stated, and age and mathematically appropriate.
b. Solve systems of two linear equations in two variables algebraically (using substitution and elimination strategies), and estimate solutions by graphing the equations. Solve simple cases by inspection.	Replace with: Solve systems of two linear equations in two variables algebraically (including but not limited to using substitution and elimination strategies), and estimate solutions by graphing the equations. Solve simple cases by inspection.	Clarification of the standard in terms of expectations, age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

For example, 3x + 2y = 5 and 3x + 2y = 6 have no solution because 3x + 2y cannot simultaneously be 5 and 6.		
c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	~~For example, (cell phone plan idea)~~ Keep standard and example as written, add additional example. For example: Company A charges $0.10 for each pencil ordered plus a flat shipping fee of $5.95. Company B charges $0.15 for each pencil ordered with free shipping. How many pencils would you need to order for the total cost to be less for Company A than Company B?	~~Clearly stated, and age and mathematically appropriate.~~ Added example for clarification

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Functions – 8.F

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Define, evaluate, and compare functions.	Keep	Clearly stated, and age and mathematically appropriate.
5. Understand that a function is a rule that assign to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	Keep	Clearly stated, and age and mathematically appropriate. Note: Make sure the footnote stays about not needing function notation in grade 8.
6. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.		
7. Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.	Keep	Clearly stated, and age and mathematically appropriate.
B. Use functions to model relationships between quantities.	Keep	Clearly stated, and age and mathematically appropriate.
8. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

the situation it models, and in terms of its graph or a table of values.		
9. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Geometry – 8.G

Current standard	a) **Keep** b) **Revise: Record the revised standard (include tracked changes)** c) **Move: record what grade-level the standard should be moved to** d) **Remove standard**	**Rationale for revision (please provide rationale for all that apply):** 1. **How does the revision address the legislative committee request?** 2. **Reason for removal of standard.** 3. **Reason for move of GL for standard.**
A. Understand congruence and similarity using physical models, transparencies, or geometry software.	Keep	Clearly stated, and age and mathematically appropriate.
8. Verify experimentally the properties of rotations, reflections, and translations:	Keep	Clearly stated, and age and mathematically appropriate.
a. Lines are transformed to lines, and line segments to line segments of the same length.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

b. Angles are transformed to angles of the same measure.	Keep	Clearly stated, and age and mathematically appropriate.
c. Parallel lines are transformed to parallel lines.	Keep	Clearly stated, and age and mathematically appropriate.
9. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; Given two congruent figures, describe a sequence that exhibits the congruence between them.	Keep	Clearly stated, and age and mathematically appropriate.
10. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Keep standard as written, add example. For example: The image of Triangle ABC with A = (-3,0), B = (-3,-2) and C = (4,-2) would have coordinates A' = (-3-3, 0+2) = (-6,2), B' = (-3-3, -2+2) = (-6,0), and C' = (4-3, -2+2) = (1,0) following a translation 3 units to the left and 2 units up.	Added example for clarification
11. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations,	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

reflections, translations, and dilations. Given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.		
12. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.	Keep	Clearly stated, and age and mathematically appropriate.
B. Understand and apply the Pythagorean Theorem.	Keep	Clearly stated, and age and mathematically appropriate.
6a. Understand the relationship among the sides of a right triangle.	~~13.~~ Delete 8.G.6a.	Removed this standard because it does not add any clarity. (Added by Massachusetts in 2017)
6b. Analyze and justify the Pythagorean Theorem and its converse using pictures, diagrams, narratives, or models.	Make this 8.G.6 instead of 8.G.6b	We removed 8.G.6a and adjusted the labeling.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	Keep	Clearly stated, and age and mathematically appropriate.
8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Keep	Clearly stated, and age and mathematically appropriate.
C. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	Keep	Clearly stated, and age and mathematically appropriate.
9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Statistics and Probability – 8.SP

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Investigate patterns of association in bivariate data.	Keep	Clearly stated, and age and mathematically appropriate.
11. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Keep	Clearly stated, and age and mathematically appropriate.
12. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by	Keep	Clearly stated, and age and mathematically appropriate.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

judging the closeness of the data points to the line.		
13. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height	Keep	Clearly stated, and age and mathematically appropriate.
14. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school	Replace with: Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your school on grade level (sixth, seventh,	Clarified the example to provide a variable that has three categories as opposed to two.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?	and eighth) and whether or not they have assigned chores at home (yes, no). Is there evidence that a particular grade level tends to have chores? (In this example the two variables are grade level and chores.)	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

HIGH SCHOOL – GRADES 9-12 NUMBER AND QUANTITY

Note: Standards with a ★ indicate a modeling standard. Standards with a + represent standards for advanced classes such as calculus, advanced statistics or discrete mathematics. Standards without a + are the present standards for all college and career ready students.

The Real Number System – N.RN

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Extend the properties of exponents to rational exponents.		
1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.	For example, we define 51/3 to be the cube root of 5 because we want (51/3) 3~~3~~ = 5(1/3)3 to hold, so (51/3)3 must equal 5.	Corrected mathematical notation.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5.		
2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Rewrite expressions involving radicals and rational exponents using the properties of exponents. *For example, solving the volume of a cube formula, $V = s^3$, for s would involve rewriting the solution as either $s = \sqrt[3]{V}$ or $s = V^{\frac{1}{3}}$.*	Example added to give clarity to the meaning of the standard.
B. Use properties of rational and irrational numbers.		
3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Quantities ★– N.Q

Current standard	e) Keep f) Revise: Record the revised standard (include tracked changes) g) Move: record what grade-level the standard should be moved to h) Remove standard	Rationale for revision (please provide rationale for all that apply): 4. How does the revision address the legislative committee request? 5. Reason for removal of standard. 6. Reason for move of GL for standard.
A. Reason quantitatively and use units to solve problems.		
6. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.		
7. Define appropriate quantities for the purpose of descriptive modeling.		
8. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.★	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.★	Removed part a to take the standard back to Idaho's current content

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

a. Describe the effects of approximate error in measurement and rounding on measurements and on computed values from measurements. Identify significant figures in recorded measures and computed values based on the context given and the precision of the tools used to measure.★	~~Describe the effects of approximate error in measurement and rounding on measurements and on computed values from measurements. Identify significant figures in recorded measures and computed values based on the context given and the precision of the tools used to measure.★~~	standards. Reduces complex verbiage to simplify the standard.

The Complex Number System – N.CN

Current standard	a) **Keep** b) **Revise: Record the revised standard (include tracked changes)** c) **Move: record what grade-level the standard should be moved to** d) **Remove standard**	**Rationale for revision (please provide rationale for all that apply):** 1. **How does the revision address the legislative committee request?** 2. **Reason for removal of standard.** 3. **Reason for move of GL for standard.**
A. Perform arithmetic operations with complex numbers.		
4. Know there is a complex number i such that $i^2 = -1$, and every complex	Know there is a complex number i such that $i^2 = -1$, and show that every	The verbiage modification and example were added to add clarity to the meaning of the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

number has the form a + bi with a and b real.	complex number has the form a + bi with a and b real. *For example, express the radical, $\pm\sqrt{-24}$, using the imaginary unit, i, in simplified form. Expressing the radical using i in simplified form results in the expression $\pm 2i\sqrt{6}$.*	
5. Use the relation i2 = –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Use the relation i^2~~2~~ = –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Corrected mathematical notation.
6. (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	(+) Find the conjugate of a complex number; use conjugates to find ~~moduli~~ absolute value and quotients of complex numbers.	Removed complex verbiage.
B. Represent complex numbers and their operations on the complex plane.		
7. (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

8. (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1+\sqrt{3}i)3=8$ because $(-1+\sqrt{3}i)$ has modulus 2 and argument 120°.	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(\mathbf{1}+\boldsymbol{i}\sqrt{\mathbf{3}})^{\mathbf{3}}=\mathbf{8}$ because $(-\mathbf{1}+\boldsymbol{i}\sqrt{\mathbf{3}})$ has ~~modulus~~ a radius of 2 and argument 120°.	Removed complex verbiage.
9. (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	(+) Calculate the distance between numbers in the complex plane as the ~~modulus~~ absolute value of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	Removed complex verbiage.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

C. Use complex numbers in polynomial identities and equations.		
10. Solve quadratic equations with real coefficients that have complex solutions.	Solve quadratic equations with real coefficients that have complex solutions. *For example, find the complex solutions of the quadratic equation* $5x^2 + 3x + 1 = 0$*, with the solutions of* $x = \frac{3}{10} + \frac{3i}{5}$ *and* $x = \frac{3}{10} - \frac{3i}{5}$.	Example added to give clarity to the meaning of the standard.
11. (+) Extend polynomial identities to the complex numbers. ***For example, rewrite*** x ***2 + 4 as (***x ***+ 2***i***)(***x ***– 2***i***).***		
12. (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Vector and Matrix Quantities – N.VM

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Represent and model with vector quantities.		
1. (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).		
2. (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

3. (+) Solve problems involving velocity and other quantities that can be represented by vectors.		
B. Perform operations on vectors.		
4. (+) Add and subtract vectors.		
4a. (+) Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.		
4b. (+) Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.		
4c. (+) Understand vector subtraction $\boldsymbol{v} - \boldsymbol{w}$ as $\boldsymbol{v} + (-\boldsymbol{w})$, where $-\boldsymbol{w}$ is the additive inverse of $\boldsymbol{w}$, with the same magnitude as $\boldsymbol{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	(+) ~~Understand~~ Demonstrate understanding of vector subtraction $\boldsymbol{v} - \boldsymbol{w}$ as $\boldsymbol{v} + (-\boldsymbol{w})$, where $-\boldsymbol{w}$ is the additive inverse of $\boldsymbol{w}$, with the same magnitude as $\boldsymbol{w}$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	Allows the standard to be student performance focused.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

5. (+) Multiply a vector by a scalar.		
5a. (+) Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as c(vx , vy) = (cvx , cvy).		
5b. (+) Compute the magnitude of a scalar multiple cv using || cv|| = |c|v. Compute the direction of cv knowing that when |c|v ≠ 0, the direction of cv is either along v (for c > 0) or against v (for c < 0).		
C. Perform operations on matrices and use matrices in applications		
6. (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.		
7. (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

8. (+) Add, subtract, and multiply matrices of appropriate dimensions.		
9. (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a Commutative operation, but still satisfies the Associative and Distributive properties.	(+) ~~Understand~~ Demonstrate understanding that, unlike multiplication of numbers, matrix multiplication for square matrices is not a Commutative operation, but still satisfies the Associative and Distributive properties.	Allows the standard to be student performance focused.
10. (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	(+) ~~Understand~~ Demonstrate understanding that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	Allows the standard to be student performance focused.
11. (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.		
12. Work with 2 × 2 matrices as transformations of the plane, and		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

interpret the absolute value of the determinant in terms of area.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

HIGH SCHOOL – GRADES 9-12 ALGEBRA

Note: Standards with a ★ indicate a modeling standard. Standards with a + represent standards for advanced classes such as calculus, advanced statistics or discrete mathematics. Standards without a + are the present standards for all college and career ready students.

Seeing Structure in Expressions – A.SSE

Current standard	e) Keep f) Revise: Record the revised standard (include tracked changes) g) Move: record what grade-level the standard should be moved to h) Remove standard	Rationale for revision (please provide rationale for all that apply): 4. How does the revision address the legislative committee request? 5. Reason for removal of standard. 6. Reason for move of GL for standard.
A. Interpret the structure of linear, quadratic, exponential, polynomial, and rational expressions.		
37. Interpret expressions that represent a quantity in terms of its context.★		
1a. Interpret parts of an expression, such as terms, factors, and coefficients.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

1b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.		
38. Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 – y^4$ as $(x^2)^2 – (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 – y^2)(x^2 + y^2)$.		
B. Write expressions in equivalent forms to solve problems.		
39. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. *For example, a high school player punts a football, and the function $h(t) = -16t^2 + 64t + 2$ represents the height of the football t seconds after it is punted. Complete the square in the quadratic expression to find the maximum height of the football.*	Example added to give clarity to the meaning of the standard.
3a. Factor a quadratic expression to reveal the zeros of the function it defines.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

3b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.		
3c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.		
40. Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.★		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Arithmetic with Polynomials and Rational Expressions – A.APR

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Perform arithmetic operations on polynomials.		
1. Understand that polynomials form a system analogous to the integers, namely, they are closed under certain operations.	~~Understand~~ Demonstrate understanding that polynomials form a system analogous to the integers, namely, they are closed under certain operations.	Allows the standard to be student performance focused. Creates a more concreate measurable standard.
1.a. Perform operations on polynomial expressions (addition, subtraction, multiplication, division) and compare the system of polynomials to the system of integers when performing operations.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

1.b. Factor and/or expand polynomial expressions, identify and combine like terms, and apply the Distributive property.		
B. Understand the relationship between zeros and factors of polynomials.		
2. Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).		
3. Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.		
C. Use polynomial identities to solve problems.		
4. Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 =$		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

$(x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.		
5. (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.[1]		
D. Rewrite rational expressions.		
6. Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.	Rewrite simple rational expressions in different forms ~~write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$,~~ using inspection, long division, or, for the more complicated examples, a computer algebra system. *For example, write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$.*	Restructuring the standard lessens the complex verbiage. This allows the "confusing part" to become an example and clears up the verbiage for the actual standard.
7. (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition,	(+) ~~Understand~~ Demonstrate understanding that rational expressions form a system analogous to the rational numbers, closed under	Allows the standard to be student performance focused.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Creating Equations – A.CED

Current standard	a) Keep d) Revise: Record the revised standard (include tracked changes) e) Move: record what grade-level the standard should be moved to f) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Create equations that describe numbers or relationships.		
1. Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple root and rational and exponential functions. ★	~~Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.~~ Create one variable equations and inequalities to solve problems; including linear, quadratic, rational, and exponential functions. ★ *For example, four people may be seated at one rectangular table. If two rectangular tables are placed together end-to-end, 6 people may be seated at the table. If 10 tables are placed together end-to-end, how many people can be seated?*	Reduced complex verbiage. Simplifies it for understanding. Example added to give clarity to the meaning of the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	How many tables are needed for n people?	
2. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ★	~~Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.~~ ★ Interpret the relationship between two or more quantities: ★ a. define variables to represent the quantities and write equations to show the relationship. ★ *For example, the cost of parking in the parking garage is $2.00 for the first hour and $1.00 for every hour after that. Write an equation in terms of x and y that shows the total cost for parking, y, for x hours. Use the equation to calculate the cost for parking in the garage for 5 hours.* b. use graphs to show a visual representation of the relationship while adhering to appropriate labels and scales. ★ *For example, using the equation from A-CED.2a, show how the graph of the equation*	Re-wrote the standard into two parts to give clarity on each concept. Example added to give clarity to the meaning of the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	can be used to predict the cost for a specified amount of time.	
3. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods. ★	Represent constraints ~~by~~ using equations or inequalities~~, and by systems of equations and/or inequalities,~~ and interpret solutions as viable or non-viable options in a modeling context. ~~For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.~~ ★	Re-wrote the standard into two standards to give clarity on each concept. Removed the example due to the fact that it creates more confusion.
4.	Represent constraints using systems of equations and/or inequalities and interpret solutions as viable or non-viable options in a modeling context. ★	Re-wrote the standard into two standards to give clarity on each concept.
5. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R. ★		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Reasoning with Equations and Inequalities – A.REI

Current standard	e) Keep f) Revise: Record the revised standard (include tracked changes) g) Move: record what grade-level the standard should be moved to h) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Understand solving equations as a process of reasoning and explain the reasoning.		
3. Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify or refute a solution method.		
4. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

B. Solve equations and inequalities in one variable.		
5. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.		
3a. Solve linear equations and inequalities in one variable involving absolute value.		
6. Solve quadratic equations in one variable.		
4a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x – p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.		
4b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.		
C. Solve systems of equations.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

7. Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	~~Prove~~ Verify that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Mirrors what is happening in current Idaho schools. Allows the introduction of verify as a vocabulary word that students use throughout their high school career. Allows for vertical alignment.
8. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. *For example, a school club is selling hats and t-shirts for a fundraiser. The group expects to sell a total of 50 items. They make a profit of 15 dollars for each t-shirt sold and 5 dollars for each hat sold. How many hats and t-shirts will the school club need to sell to make a profit of $300?*	Example added to give clarity to the meaning of the standard.
9. Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.		
10. (+) Represent a system of linear equations as a single matrix equation in a vector variable.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

11. (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).		
D. Represent and solve equations and inequalities graphically.		
12. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). Show that any point on the graph of an equation in two variables is a solution to the equation.	~~Understand~~ Demonstrate understanding that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane. ~~, often forming a curve (which could be a line).~~ Show that any point on the graph of an equation in two variables is a solution to the equation.	Removes complex verbiage from the standard to aid in understanding. Allows the standard to be student performance focused.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

13. Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.★	Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately.~~, e.g., using technology to graph the functions, make tables of values, or find successive approximations.~~ Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions. *For example, use technology to graph the functions, make tables of values, or find successive approximations.* ★	Restructuring the standard lessens the complex verbiage. Restructuring allows the example to be placed at the end for consistent formatting.
14. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

HIGH SCHOOL – GRADES 9-12 FUNCTIONS

Note: Standards with a ★ indicate a modeling standard. Standards with a + represent standards for advanced classes such as calculus, advanced statistics or discrete mathematics. Standards without a + are the present standards for all college and career ready students.

Interpreting Functions – F.IF

Current standard	i) **Keep** j) **Revise: Record the revised standard (include tracked changes)** k) **Move: record what grade-level the standard should be moved to** l) **Remove standard**	**Rationale for revision (please provide rationale for all that apply):** **7. How does the revision address the legislative committee request?** 8. **Reason for removal of standard.** 9. **Reason for move of GL for standard.**
A. Understand the concept of a function and use function notation		
41. Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of is the graph of the equation y = f(x).	~~Understand~~ Demonstrate understanding that a function is a correspondence from one set (called the domain) to another set (called the range) that assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding	Allows the standard to be student performance focused.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	to the input x. The graph of f is the graph of the equation $y = f(x)$.	
2. Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. *For example, given a function representing a car loan, determine the balance of the loan at different points in time.*		
3. Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. *For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.*	~~Recognize~~ Demonstrate that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.	Allows the standard to be student performance focused.
B. Interpret functions that arise in applications in terms of the context (linear, , quadratic, exponential, rational, polynomial, square root and cube root, trigonometric, and logarithmic functions).		
4. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include:*	Formatting changes allow for separation between the actual standard and additional information. Example added to give clarity to the meaning of the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.★	*intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* ★ *For example, given a context or verbal description of a relationship, sketch a graph that models the context or description and shows its key features.*	
5. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*★		
6. Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.★		
C. Analyze functions using different representations		
7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

and using technology for more complicated cases.★		
7a. Graph linear and quadratic functions and show intercepts, maxima, and minima.		
7b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.		
7c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.		
7d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.		
7e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.		
8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

8a. Use the process of factoring and/or completing the square in quadratic and polynomial functions, where appropriate, to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Use the process of factoring and/or completing the square in quadratic and polynomial functions, where appropriate, to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. *For example, suppose $h(t)=-5t^2+10t+3$ represents the height of a diver above the water (in meters), t seconds after the diver leaves the springboard. What is the maximum height above the water the diver reaches? After how many seconds, t, does the diver hit the water?*	Example added to give clarity to the meaning of the standard.
8b. Use the properties of exponents to interpret expressions for exponential functions. Apply to financial situations such as identifying appreciation and depreciation rate for the value of a house or car some time after its initial purchase. *For example, identify percent rate of change in functions such as y = (1.02)t, y = (0.97)t, y = (1.01)12t, and y = $(1.2)^{t/10}$, and classify them as representing exponential growth or decay.*	Use the properties of exponents to interpret expressions for exponential functions. Apply to financial situations such as identifying appreciation and depreciation rate for the value of a house or car some time after its initial purchase. ~~*For example, identify percent rate of change in functions such as y = (1.02)t, y = (0.97)t, y = (1.01)12t, and y = $(1.2)^{t/10}$, and classify them as representing exponential growth or decay.*~~	Changed the example to relate better to Idaho students and teachers.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	For example, the equation for radioactive decay is, $A = A_0(1/2)^{t/h}$. When A_0 is the original amount of a radioactive substance, A is the final amount, h is the half-life of the substance, and t is time. Hagerman, Idaho is a hotbed of fossil hunting. The half-life of Carbon-14 is about 5730 years. If a fossil that was found in Hagerman contains 54 grams of Carbon-14 at time t=0, how much Carbon-14 remains at time t=17190 years?	
9. Translate among different representations of functions (algebraically, graphically, numerically in tables, or by verbal descriptions). Compare properties of two functions each represented in a different way. For example, given a graph of one polynomial function and an algebraic expression for another, say which has the larger/smaller relative maximum and/or minimum	~~Translate among different representations of functions (algebraically, graphically, numerically in tables, or by verbal descriptions).~~ Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). ***For example, given a graph of one polynomial function and an algebraic expression for another, say which has the larger/smaller relative maximum and/or minimum.***	Restructured and removed complex verbiage to clarify.
10. Given algebraic, numeric and/or graphical representations of functions, recognize the function as polynomial, rational, logarithmic, exponential, or trigonometric.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Building Functions ★– F.BF

Current standard	**i) Keep** **j) Revise: Record the revised standard (include tracked changes)** **k) Move: record what grade-level the standard should be moved to** **l) Remove standard**	**Rationale for revision (please provide rationale for all that apply):** **7. How does the revision address the legislative committee request?** **8. Reason for removal of standard.** **9. Reason for move of GL for standard.**
A. Build a function that models a relationship between two quantities		
1. Write a function (linear, quadratic, exponential, simple rational, radical, logarithmic, and trigonometric) that describes a relationship between two quantities.★	Write a function ~~(simple rational, radical, logarithmic, and trigonometric)~~ that describes a relationship between two quantities. Functions could include linear, exponential, quadratic, simple rational, radical, logarithmic, and trigonometric.★	Restructured to clarify.
a. Determine an explicit expression, a recursive process, or steps for calculation from a context.★		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

b. Combine standard function types using arithmetic operations. ★ *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*		
c. (+) Compose functions.★ For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.		
2. Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.★ *For example, the U.S. Census Bureau wrote the following recursive equation to represent how they estimate Idaho's population will grow each year after 2019:* $P(n) = 1.023 \cdot P(n-1)$, $P(0) = 1{,}787{,}000$. $P(n)$ *represents Idaho's population at the*	Example added to give clarity to the meaning of the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	end of the nth year in terms of Idaho's population at the end of the $(n-1)^{th}$ year, $P(n-1)$. Predict Idaho's population in 2040.	
B. Build new functions from existing functions		
3. Identify the effect on the graph of replacing *f*(*x*) by *f*(*x*) + *k*, *kf*(*x*), *f*(*kx*), and *f*(*x* + *k*) for specific values of *k* (both positive and negative); find the value of *k* given the graphs.(Include, linear, quadratic, exponential, absolute value, simple rational and radical, logarithmic and trigonometric functions.) Utilize using technology to experiment with cases and illustrate an explanation of the effects on the graph. (*Include recognizing even and odd functions from their graphs and algebraic expressions for them.)*		
4. Find inverse functions algebraically and graphically.		
a. a. Solve an equation of the form *f*(*x*) = *c* for a simple function *f* that has an inverse and write an expression for the inverse. (Include linear and simple polynomial,		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

rational, and exponential functions.) ***For example,*** $f(x) = 2x^3$ ***or*** $f(x) = {}^{(x+1)}/_{(x-1)}$ ***for*** $x \neq 1$.		
b. (+) Verify by composition that one function is the inverse of another.		
c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.		
d. (+) Produce an invertible function from a non-invertible function by restricting the domain.		
5. (+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Linear, Quadratic, and Exponential Models – F.LE

Current standard	a) **Keep** b) **Revise: Record the revised standard (include tracked changes)** c) **Move: record what grade-level the standard should be moved to** d) **Remove standard**	**Rationale for revision (please provide rationale for all that apply):** 1. **How does the revision address the legislative committee request?** 2. **Reason for removal of standard.** 3. **Reason for move of GL for standard.**
A. Construct and compare linear, quadratic, and exponential models and solve problems		
1. Distinguish between situations that can be modeled with linear functions and with exponential functions.★		
a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.★	~~Prove~~ Demonstrate that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.★	Allows the standard to be student performance focused. Moves the standard into student performance focus.
b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.★	~~Recognize~~ Identify situations in which one quantity changes at a constant rate per unit interval relative to another.★	Simplifies the verbiage on the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.★	~~Recognize~~ Identify situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.★	Simplifies the verbiage on the standard.
2. Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).★		
3. Observe, using graphs and tables, that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.★	~~Observe, using~~ Use graphs and tables to demonstrate that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.★ For example, Becca's parents are saving for her college education by putting $3,000/year in a safe deposit box. Becca's grandpa is also saving for her college education by putting $2,000/year in an IDeal (Idaho college savings) account with and APR of 6.17%. Build tables to show which account has the most money after 10 years, and how much more? How many years will it take for the total in her grandpa's account to exceed the total in her parents' safe deposit box?	Allows the standard to be student performance focused. Example added to give clarity to the meaning of the standard.
4. For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.★	For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.★ For example, Mr. Rico has a savings account that has an interest rate of 7% compounded continuously. The amount in the account is calculated using $A = Pe^{rt}$. *If Mr. Rico invested $30,000 on January*	Example added to give clarity to the meaning of the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	1, 2020, when will he have $100,000 in the account?	
B. Interpret expressions for functions in terms of the situation they model		
5. Interpret the parameters in a linear or exponential function (of the form $f(x) = b^x + k$) in terms of a context.		

Trigonometric Functions – F.TF

Current standard	a) **Keep** b) **Revise: Record the revised standard (include tracked changes)** c) **Move: record what grade-level the standard should be moved to** d) **Remove standard**	**Rationale for revision (please provide rationale for all that apply):** 1. **How does the revision address the legislative committee request?** 2. **Reason for removal of standard.** 3. **Reason for move of GL for standard.**
A. Extend the domain of trigonometric functions using the unit circle		
~~14.~~13. Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	~~Understand Use radian measure of an angle as the length of the arc on the unit circle subtended by the angle.~~ Demonstrate radian measure as the ratio of the arc length subtended by a central angle to the length of the radius of the unit circle.	Rewrote the standard to removed complex verbiage, and mirror what is happening in Idaho schools. Example added to give clarity to the meaning of the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	a. use radian measure to solve problems. *For example, you live in New Meadows, Idaho, which is located on the 45th parallel (45° North latitude). Approximately how far will you drive, in miles, to attend the Calgary Stampede? Calgary is located at 51°N latitude, almost due North of New Meadows. (Use r = 3960 miles for the radius of the Earth.)*	
~~15.~~14. Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.		
~~16.~~15. (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for π/3, π/4 and π/6, and use the unit circle to express the values of sine, cosine, and tangent for π–x, π+x, and 2π–x in terms of their values for x, where x is any real number.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~17.~~16. (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.		
B. Model periodic phenomena with trigonometric functions.		
~~18.~~17. Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.★	~~Choose trigonometric functions to~~ Model periodic phenomena using trigonometric functions with specified amplitude, frequency, and midline.★ *For example, this past summer you and your friends decided to ride the Ferris wheel at the Idaho State Fair. You wondered how high the highest point on the Ferris wheel was. You asked the operator and he didn't know, but he told you that the height of the chair was 5 ft off the ground when you get on and the center of the Ferris wheel is 30 ft above that. You checked your phone when you get on and figured out that it took you 12 mins to make one full revolution. Create a model to show your height from the platform at any given time on the Ferris wheel.*	Allows the standard to be student performance focused. Example added to give clarity to the meaning of the standard.
~~19.~~18. (+) Understand that restricting a trigonometric function to a domain on which it is always		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

increasing or always decreasing allows its inverse to be constructed.		
~~20.~~19. (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.★		
C. Prove and apply trigonometric identities		
~~21.~~20. Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant.	~~Prove~~ Relate the Pythagorean Theorem to the unit circle to discover the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use ~~it~~ the Pythagorean identity to find the value of a trigonometric function ($\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$) given one trigonometric function ($\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$) and the quadrant of the angle. *For example, suppose that* $\cos(\theta) = \frac{2}{5}$ *and that* θ *is in the 4th quadrant. Find the exact value of* $\sin\theta$ *and* $\tan\theta$.	Clarifies the current standard and mirrors current practice in Idaho classrooms. Example added to give clarity to the meaning of the standard.
~~22.~~21. (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

HIGH SCHOOL – GRADES 9-12 GEOMETRY

And Note: Standards with a ★ indicate a modeling standard. Standards with a + represent standards for advanced classes such as calculus, advanced statistics or discrete mathematics. Standards without a + are the present standards for all college and career ready students.

Congruence – G.CO

Current standard	m) **Keep** n) **Revise: Record the revised standard (include tracked changes)** o) **Move: record what grade-level the standard should be moved to** p) **Remove standard**	**Rationale for revision (please provide rationale for all that apply):** 10. **How does the revision address the legislative committee request?** 11. **Reason for removal of standard.** 12. **Reason for move of GL for standard.**
A. Experiment with transformations in the plane		
42. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

43. Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Represent transformations in the plane ~~using, e.g., transparencies and geometry software;~~ and describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not. ~~(e.g.,~~ For example, translation versus horizontal stretch.~~)~~	Restructured the standard to follow common format throughout the standards.
44. Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	~~Given a rectangle, parallelogram, trapezoid, or regular polygon, d~~ Describe the rotations and reflections that carry a given figure (rectangle, parallelogram, trapezoid, or regular polygon) onto itself.	Allows the standard to be student performance focused.
45. Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.		
46. Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of	~~Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software~~. Draw the transformation (rotation, reflection or translation) for a given geometric	Restructured to put student action first. Separated the standard into two standards to allow additional clarification.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

transformations that will carry a given figure onto another.	figure. ~~Specify a sequence of transformations that will carry a given figure onto another.~~ *For example, given quadrilateral $TMEJ$ with vertices $T(0,-1)$, $M(3,-2)$, $E(-1,-5)$, and $J(-3,-2)$, reflect the shape across the x-axis.*	Example added to give clarity to the meaning of the standard.
47.	Specify a sequence of transformations that will carry a given figure onto another.	Separated the standard into two standards to allow additional clarification.
B. Understand congruence in terms of rigid motions		
48. Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.		
49. Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

50. Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions. *For example, in ΔABC and ΔABD (with shared side $\overline{AB}$), we are given that $\angle BAC \cong \angle BAD$ and $\angle ABC \cong \angle ABD$. What pair(s) of corresponding parts is needed to ensure the triangles are congruent by either ASA, SAS, or SSS? What rigid motion would show the triangles are congruent?*	Example added to give clarity to the meaning of the standard.
C. Prove geometric theorems and, when appropriate, the converse of theorems.		
51. Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; and conversely prove lines are parallel; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.		
52. Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

angles of isosceles triangles are congruent; and conversely prove a triangle is isosceles; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.		
53. Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals. a. Prove theorems about polygons. Theorems include the measures of interior and exterior angles. Apply properties of polygons to the solutions of mathematical and contextual problems.		
D. Make Geometric Constructions.		
54. Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).	Changed the second part to be italics to give guidance to where the actual standard ends.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Constructions include: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	*Constructions include: copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*	
55. Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Similarity, Right Triangles, and Trigonometry ★– G.SRT

Current standard	m) Keep n) Revise: Record the revised standard (include tracked changes) o) Move: record what grade-level the standard should be moved to p) Remove standard	Rationale for revision (please provide rationale for all that apply): 10. How does the revision address the legislative committee request? 11. Reason for removal of standard. 12. Reason for move of GL for standard.
A. Understand similarity in terms of similarity transformations		
1. Verify experimentally the properties of dilations given by a center and a scale factor:		
a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.		
2. Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	~~Given two figures,~~ Use the definition of similarity ~~in terms of similarity transformations~~ to decide if two given figures ~~they~~ are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Restructured to put student action first. Removed some complex verbiage to simplify for understanding.
3. Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar.	Use the properties of similarity transformations to establish the Angle-Angle (AA) criterion for two triangles to be similar. *For example, given ΔABC and ΔDEF, $\angle A \cong \angle D$, and $\angle B \cong \angle E$, show that $\Delta ABC \sim \Delta DEF$ using a sequence of translations, rotations, reflections, and/or dilations.*	Example added to give clarity to the meaning of the standard.
B. Prove theorems involving similarity		
4. Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

conversely; the Pythagorean Theorem proved using triangle similarity.		
5. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. *For example, a high school student visits a giant cedar tree near the town of Elk River, Idaho and the end of his shadow lines up with the end of the tree's shadow. The student is 6 feet tall and his shadow is 8 feet long. The cedar tree's shadow is 228 feet long. How tall is the cedar tree?*	Example added to give clarity to the meaning of the standard.
C. Define trigonometric ratios and solve problems involving right triangles		
6. Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	~~Understand~~ Demonstrate understanding that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	Allows the standard to be student performance focused.
7. Explain and use the relationship between the sine and cosine of complementary angles.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

8. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.★ *For example, Mark and Ruth are rock climbing in the Snake River Canyon. Mark is anchoring the rope for Ruth. If the length of the rope from Mark to Ruth is 60 ft, with an angle of elevation of 23°, how far is Mark from the base of the cliff?*	Example added to give clarity to the meaning of the standard.
D. Apply trigonometry to general triangles		
9. (+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	(+) Derive the formula $A = \frac{1}{2}absin(C)$ ~~A = 1/2 ab sin(C)~~ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	Corrected mathematical notation.
10. (+) Prove the Laws of Sines and Cosines and use them to solve problems.		
11. (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Circles – G.C

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Understand and apply theorems about circles		
1. Prove that all circles are similar.		
2. Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*	Changed the second part to be italics to give guidance to where the actual standard ends.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

3. Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral and other polygons inscribed in a circle	~~Construct the inscribed and circumscribed circles of a triangle, and~~ Prove properties of angles for a quadrilateral and other polygons inscribed in a circle, by constructing the inscribed and circumscribed circles of a triangle.	Allows the standard to be student performance focused.
4. (+) Construct a tangent line from a point outside a given circle to the circle.	(+) Construct a tangent line to a circle from a point outside ~~a~~ the given circle ~~to the circle~~.	Rearranged the standard to support vertical alignment at upper levels.
B. Find arc lengths and areas of sectors of circles		
5. Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Expressing Geometric Properties with Equations – G.GPE

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 13. How does the revision address the legislative committee request? 14. Reason for removal of standard. 15. Reason for move of GL for standard.
A. Translate between the geometric description and the equation for a conic section		
~~23.~~22. Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.		
~~24.~~23. Derive the equation of a parabola given a focus and directrix.		
~~25.~~24. (+) Derive the equations of ellipses and hyperbolas given the		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

foci, using the fact that the sum or difference of distances from the foci is constant. a. (+) Use equations and graphs of conic sections to model real-world problems.★		
B. Use coordinates to prove simple geometric theorems algebraically		
~~26.~~25. Use coordinates to prove simple geometric theorems algebraically including the distance formula and its relationship to the Pythagorean Theorem. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1,$\sqrt{3}$) lies on the circle centered at the origin and containing the point (0, 2).*		
~~27.~~26. Prove the slope criteria for parallel and perpendicular lines and		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).		
~~28.~~27. Find the point on a directed line segment between two given points that partitions the segment in a given ratio.		
~~29.~~28. Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.★		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Geometric Measurement and Dimension – G.GMD

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Explain volume formulas and use them to solve problems		
1. Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*		
2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

3. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.★ *For example, the tank at the top of the Meridian Water Tower is roughly spherical. If the diameter of the sphere is 50.35 feet, approximately how much water can the tank hold?*	Example added to give clarity to the meaning of the standard.
B. Visualize relationships between two-dimensional and three-dimensional objects		
4. Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Modeling with Geometry – G.MG

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 1. How does the revision address the legislative committee request? 2. Reason for removal of standard. 3. Reason for move of GL for standard.
A. Apply geometric concepts in modeling situations		
1. Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).★		
2. Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).★		
3. Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

with typographic grid systems based on ratios).★ 4. Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.★		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

HIGH SCHOOL – GRADES 9-12 STATISTICS AND PROBABILITY

Note: Standards with a ★ indicate a modeling standard. Standards with a + represent standards for advanced classes such as calculus, advanced statistics or discrete mathematics. Standards without a + are the present standards for all college and career ready students.

Interpreting Categorical and Quantitative Data – S.ID

Current standard	q) Keep r) Revise: Record the revised standard (include tracked changes) s) Move: record what grade-level the standard should be moved to t) Remove standard	Rationale for revision (please provide rationale for all that apply): 13. How does the revision address the legislative committee request? 14. Reason for removal of standard. 15. Reason for move of GL for standard.
A. Summarize, represent, and interpret data on a single count or measurement variable. Use calculators, spreadsheets, and other technology as appropriate.		
56.	Differentiate between count data and measurement variable.	Standard added to address the cluster heading of the fact that we are looking at both categorical and quantitative data.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

57. Represent data with plots on the real number line (dot plots, histograms, and box plots). ★	Represent measurement data with plots on the real number line (dot plots, histograms, and box plots). ★ *For example, construct a histogram of the current population size in each of Idaho's counties.*	Added verbiage to better clarify what students are working with.
58. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. ★	~~Use statistics appropriate to the shape of the data distribution to~~ Compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different variables ~~data sets,~~ using statistics appropriate to the shape of the distribution for measurement variable. ★ *For example, compare the histograms of the annual potato yields over the last 25 years for Idaho and Maine using the correct measures of center and spread for the shape of the histograms.*	Restructured into student focused. Changed the verbiage to address quantitative data.
59. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ★	Interpret differences in shape, center, and spread in the context of the variables ~~data sets~~, accounting for possible effects of extreme data points (outliers) for measurement variables.★ *For example, describe differences in distributions of annual precipitation over the last 100 years between Boise and Seattle using shape, center, spread and outliers.*	Changed the verbiage to address quantitative data.
60. Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables	

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. ★	to estimate areas under the normal curve. ★ *For example, estimate the percentage of all Idaho elk hunters who successfully filled their tag last year, using the results from Washington County hunters.*	
B. Summarize, represent, and interpret data on two categorical and quantitative variables.		
61. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★	Represent data on two categorical variables on a clustered bar chart, and describe how the variables are related. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ★ *For example, represent the relationship between student effort (on a scale of 1 – 5) and letter grade in a math class with a clustered bar chart and describe the relationship using a relative frequency table.*	Gives guidance to how to represent data. Example added to give clarity to the meaning of the standard.
62. Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ★		
a. Fit a linear function to the data and use the fitted	Fit a linear function to data where a scatter plot suggests a linear	Merged 7a and 7c to be able to lessen the number of standards and give

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

function to solve problems in the context of the data. Use functions fitted to data or choose a function suggested by the context (emphasize linear and exponential models). ★	relationship and use the fitted function to solve problems in the context of the data. ★	structure to what students are actually doing.
b. Informally assess the fit of a function by plotting and analyzing residuals. ★	~~Informally assess the fit of a function by plotting and analyzing residuals. ★~~ (+) Use functions fitted to data, focusing on quadratic and exponential models, or choose a function suggested by the context. Utilize technology where appropriate.★ *For example, use technology to fit a function of the relationship between the board-feet (measured in volume) of trees and the diameter of the trunks of the trees.*	Added a plus standard to address other models than just linear models. Example added to give clarity to the meaning of the standard.
c. Fit a linear function for a scatter plot that suggests a linear association. ★	~~Fit a linear function for a scatter plot that suggests a linear association. ★~~ Informally assess the fit of a function by plotting and analyzing residuals. ★	Moved from b to c.
C. Interpret linear models.		
63. Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ★ *For example, explain why the y-intercept of a linear model relating the volume production of sugar beets to size of farm has no meaning whereas the y-intercept of*	Example added to give clarity to the meaning of the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

	a linear model relating the volume production of sugar beets related to minimum temperature does have meaning.	
64. Compute (using technology) and interpret the correlation coefficient of a linear fit. ★	Compute (using technology) and interpret the linear correlation coefficient. ~~the correlation coefficient of a linear fit.~~* *For example, find the correlation coefficient between the number of hours firefighters sleep each night and the length of fireline they construct each day. Use the correlation coefficient to explain whether sleep is important.*	Restructured to remove complex verbiage. Example added to give clarity to the meaning of the standard.
65. Distinguish between correlation and causation. ★	Distinguish between (linear) correlation and causation.*	Added linear to reiterate that the focus is on linear models.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Making Inferences and Justifying Conclusions – S.IC

Current standard	q) Keep r) Revise: Record the revised standard (include tracked changes) s) Move: record what grade-level the standard should be moved to t) Remove standard	Rationale for revision (please provide rationale for all that apply): 13. How does the revision address the legislative committee request? 14. Reason for removal of standard. 15. Reason for move of GL for standard.
A. Understand and evaluate random processes underlying statistical experiments. Use calculators, spreadsheets, and other technology as appropriate.		
~~20.~~21. Understand statistics as a process for making inferences about population parameters based on a random sample from that population. ★		
~~21.~~22. Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model	Decide if a specified model is consistent with results from a given data-generating process. For example, using simulation or validation with given data. ~~(e.g., using simulation).★~~	Restructured to mirror formatting from the rest of the standards.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model? ★		
B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies.		
~~22.~~23. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each. ★		
~~23.~~24. Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling. ★	Use data from a sample survey to estimate a population mean or proportion and a margin of error. ~~develop a margin of error through the use of simulation models for random sampling.~~ ★	Removed complex verbiage to simplify understanding.
~~24.~~25. Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant. ★	Use data from a randomized and controlled experiment to compare two treatments; use ~~simulations~~ margins of error to decide if differences between ~~parameters~~ treatments are significant.★	Restructured to fully encompass what should be happening within the standard.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

~~25.~~26. Evaluate reports based on data. ★	Evaluate reports of statistical information based on data.* *For example, students may analyze and critique different reports from media, business, and government sources.*	Example added to give clarity to the meaning of the standard.

Conditional Probability and the Rules of Probability – S.CP

Current standard	a) **Keep** b) **Revise: Record the revised standard (include tracked changes)** c) **Move: record what grade-level the standard should be moved to** d) **Remove standard**	**Rationale for revision (please provide rationale for all that apply):** 1. **How does the revision address the legislative committee request?** 2. **Reason for removal of standard.** 3. **Reason for move of GL for standard.**
A. Understand independence and conditional probability and use them to interpret data from simulations or experiments.		
6. Describe events as subsets of a sample space (the set of outcomes)		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not"). ★		
7. Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent. ★	~~Understand~~ Demonstrate Understanding that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.*	Allows the standard to be student performance focused.
8. Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. ★	Understand the conditional probability of A given B as ~~P(A and B)/P(B)~~ $\frac{P(A \cap B)}{P(B)}$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B. ★	Mathematical notation corrected
9. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. ★		
10. Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer. ★		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

B. Use the rules of probability to compute probabilities of compound events in a uniform probability model.		
11. Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model. ★		
12. Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model. ★	Apply the Addition Rule, ~~P(A or B) = P(A) + P(B) – P(A and B)~~ $P(A \cup B) = P(A) + P(B) - P(A \cap B)$, and interpret the answer in terms of the model. ★	Mathematical notation corrected
13. (+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model. ★	(+) Apply the general Multiplication Rule in a uniform probability model, ~~P(A and B) = P(A)P(B|A) = P(B)P(A|B)~~ $P(A \cap B) = P(A)P(B\|A) = P(B)P(A\|B)$, and interpret the answer in terms of the model. ★	Mathematical notation corrected
14. (+) Use permutations and combinations to compute probabilities of compound events and solve problems. ★		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

Using Probability to Make Decisions – S.MD

Current standard	a) Keep b) Revise: Record the revised standard (include tracked changes) c) Move: record what grade-level the standard should be moved to d) Remove standard	Rationale for revision (please provide rationale for all that apply): 16. How does the revision address the legislative committee request? 17. Reason for removal of standard. 18. Reason for move of GL for standard.
A. Calculate expected values and use them to solve problems.		
~~30.~~29. (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions. ★		
~~31.~~30. (+) Calculate the expected value of a random variable;	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution of the variable.*	Gives additional clarity to what the standard is actually addressing.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

interpret it as the mean of the probability distribution. ★		
~~32.~~31. (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes. ★		
~~33.~~32. (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

find in 100 randomly selected households? ★		
B. **Use probability to evaluate outcomes of decisions.**		
~~34.~~33. (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. ★		
a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. ★		
b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable,		

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

chances of having a minor or a major accident. ★		
~~35.~~34. (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). ★	(+) Use probabilities to make ~~fair~~ objective decisions. ~~(e.g.,~~ For example, the Idaho Department of Transportation classifies highways for overweight loads based on the probability of bridges on a highway failing under given vehicle weights. ~~drawing by lots or using a random number generator)~~.*	Removed complex verbiage and simplified understanding. Changed the example to align better with Idaho.
~~36.~~35. (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game and replacing the goalie with an extra skater.) ★	(+) Analyze decisions and strategies using probability concepts. ~~(e.g.,~~ For example, product testing, medical testing, or pulling a hockey or soccer goalie at the end of a game and replacing the goalie with an extra player~~)~~.*	Restructured to mirror common formatting throughout the standard. Adjusted the example to relate better with Idaho individuals.

G.CO.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

A.REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Note: The tables below show the proposed revisions to the 2017 Idaho Content Standards in Mathematics.

HIGH SCHOOL – GRADES 9-12 MODELING

DO WE NEED THIS SECTION???

2020-2021 IDAHO CONTENT STANDARDS IN ENGLISH LANGUAGE ARTS/LITERACY REVISION

2017 Idaho Content Standards in English Language Arts/Literacy with proposed changes

IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | IDAHO CONTENT STANDARDS

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Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (K-2)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

Craft and Structure		
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		
Integration of Knowledge and Ideas		
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

the evidence.		
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Range of Reading and Level of Text Complexity		
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.		Beginning in 2nd grade, we feel the language of each of these standards should be consistent.

The group talked about whether or not it would be beneficial for all grade levels to combine literature and informational reading standards. People shared about the conversations they had in their grade level groups. Doing this would have implications for all the standards.

If standards are combined, especially in lower grades, there should still be a way note which standards apply to both literature and information writing, which are just literature standards, and which are just informational.

Is it necessary for all grade levels to combine them, or is it possible to just combine 9-12 and leave the other grades separated?

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR LITERATURE (K-2)

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

READING STANDARDS FOR LITERATURE – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Keep	
RL.K.2 With prompting and support, retell familiar stories, including key details.	REMOVE	Merged with RL.K.3 in an effort to address the request to reduce the number of standards and redundant language.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Rewrite: With prompting and support, retell familiar stories, including identifying characters, settings, and major events.	Rewritten to include content from RL.K.2 in an effort to reduce the number of standards and redundant language.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.K.3 With prompting and support, retell familiar stories, including identifying characters, settings, and major events ~~in a story~~.	
Craft and Structure		
RL.K.4 Ask and answer questions about unknown words in a text.	Keep	Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects to LK.4, LK.5, LK.6 Would it be helpful to add the phrase "With prompting and support" or are these skills kindergarteners should be able to do without prompting and support. We just noticed that RL 1-3 and 6-9 have that language.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	Rewrite: Recognize the differences between common types of texts (e.g., storybooks, poems). **RL.K.5** Recognize the differences between common types of texts (e.g., storybooks, poems).	Clarify expectation to ensure explicit, systematic instruction. Would it be helpful to add the phrase "With prompting and support" or are these skills kindergarteners should be able to do without prompting and

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		support. We just noticed that RL 1-3 and 6-9 have that language.
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Keep	
Integration of Knowledge and Ideas		
RL.K.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).	Keep	
RL.K.8 (Not applicable to literature)		
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Keep	
Range of Reading and Level of Text Complexity		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.K.10 Actively engage in group reading activities with purpose and understanding.	Remove	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28.

READING STANDARDS FOR LITERATURE – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.1.1 Ask and answer questions about key details in a text.	Keep	
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	REMOVE	Merged with RL.1.3 in an effort to address the request to reduce the number of standards and redundant language.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	Rewrite: Retell stories, including descriptions of characters, settings, and major events as well as demonstrate understanding of a central message or lesson.	Rewritten to include content from RL.1.2 in an effort to reduce the number of standards and redundant language.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.1.3 Retell stories, including descriptions of ~~Describe~~ characters, settings, and major events ~~in a story,~~as well as demonstrate understanding os a central message or lesson. ~~using key details.~~	
Craft and Structure		
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Keep	Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects to L1.4, L1.5, L1.6 on applying knowledge of vocabulary to reading.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Keep	
RL.1.6 Identify who is telling the story at various points in a text.	Keep	
Integration of Knowledge and Ideas		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Keep	
RL.1.8 (Not applicable to literature)		
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Keep	
Range of Reading and Level of Text Complexity		
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	REMOVE	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28.

READING STANDARDS FOR LITERATURE – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Keep	
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Keep	
RL.2.3 Describe how characters in a story respond to major events and challenges.	Keep	
Craft and Structure		
RL.2.4 With guidance and support from adults, identify and describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Keep	Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects to L2.4, L2.5, L.2.6 on applying knowledge of vocabulary to reading.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Keep ~~Rewrite: Acknowledge what dialogue is and it can reveal character's thoughts and perspectives. Demonstrate understanding in the differences in the points of view of characters.~~ **RL.2.6** Acknowledge what dialogue is and it can reveal character's thoughts and perspectives. Demonstrate understanding in the differences in the points of view of characters.~~, including by speaking in a different voice for each character when reading dialogue aloud.~~	Improve the clarity of the standard for all stakeholder (ease of understanding) and address the sequential approach of teaching comprehension.
Integration of Knowledge and Ideas		
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.2.8 (Not applicable to literature)		
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Keep	
Range of Reading and Level of Text Complexity		
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Rewrite 1: Read and comprehend, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~ **RL.2.10** ~~By the end of the year~~ Independently and proficiently~~,~~ read and comprehend literature, including stories and poetry, ~~in the grades 2-3 text~~appropriately complex~~ity band proficiently, with scaffolding as needed at the high end of the range.~~for at least grade 2	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. Improve clarity and simplify the language of the standard. Ensure systematic, sequential approach to instruction. This is now very similar to the language in RI.2.10, which is almost identical to Massachusetts standard. We question why this standard through all grades includes "by the end of the year" and includes a range of reading complexity (with support on some).

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR INFORMATIONAL TEXT – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	Keep	
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Keep	Though we merged RL.K.2 and RL.K.3, we felt that the informational standards are more distinct and should remain separate.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Keep	
Craft and Structure		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	Keep	May want to add connection to L.K.4, L.K.5, L.K.6
RI.K.5 Identify the front cover, back cover, and title page of a book.	Keep	Why is this here and not in RL as well (just to avoid redundancy)?

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Rewrite: With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **RI.K.6** With prompting and support, ~~N~~name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Revised to improve alignment between similar standards, set appropriate grade-level expectations, and ensure systematic, sequential approach to instruction.
Integration of Knowledge and Ideas		
RI.K.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).	Keep	We discussed feedback that was received raising a question regarding whether RI.K.7, RI.K.8, and RI.K.9 are a) grade / age appropriate, and b) readable. After discussion and review of other states' standards (FL and MA), we determined that they are appropriate. We noted that RI.K.7, K.8, and K.9 are a single, clustered standard in Florida.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	Rewrite: With prompting and support, identify the reasons an author gives to support viewpoints in a text.	Improve clarity and readability for all stakeholders.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RI.K.8 With prompting and support, identify the reasons an author gives to support viewpoints in a text.	
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Keep	
Range of Reading and Level of Text Complexity		
RI.K.10 Actively engage in group reading activities with purpose and understanding.	REMOVE	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. We noted that RL.K.10 is identical to this standard, with the only difference being that the expectation is that this will happen with informational texts (here) vs. literature. We discussed whether there is a way to merge RI and RL to reduce redundancy, while ensuring instructional value and maintaining differences in instruction of informational vs. literature. We noted

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		that Nebraska collapsed their standards to Reading (rather than having Narrative and Informational separate). We see benefits and drawbacks to merging and are not certain it is the best route. Idea – IF we merge Reading, we could add columns in the Reading standards that indicates that the standard applies to Literature, Informational Texts, or Both (please see example).

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.1.1 Ask and answer questions about key details in a text.	Keep	
RI.1.2 Identify the main topic and retell key details of a text.	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Keep	
Craft and Structure		
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Keep	May want to add connection to L.K.4, L.K.5, L.K.6
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Keep	
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Rewrite: Identify the main purpose of a text. ~~**RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.~~ ~~Keep~~	
Integration of Knowledge and Ideas		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Keep	
RI.1.8 Identify the reasons an author gives to support points in a text.	Rewrite: Identify the reasons an author gives to support viewpoints in a text. **RI.1.8** Identify the reasons an author gives to support viewpoints in a text.	Improve clarity and readability for all stakeholders and ensure systematic instruction (alignment between grades).
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Keep	
Range of Reading and Level of Text Complexity		
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	REMOVE Rewrite: ~~**RI.1.10** With prompting and support, read informational texts at a first-grade reading level.~~ ~~**RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1.~~ ~~Keep~~	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.2.1 Ask and answer questions as who, what, where, when, why, and how, to demonstrate understanding of key details in a text.	Rewrite: Ask and answer questions such as who, what, where, when, why, and how, to demonstrate understanding of key details in a text. **RI.2.1** Ask and answer questions such as who, what, where, when, why, and how, to demonstrate understanding of key details in a text.	
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Keep	
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Keep	
Craft and Structure		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Rewrite: Determine the meaning of words and phrases in a text with content relevant to a grade 2 topic or subject area. **RI.2.4** Determine the meaning of words and phrases in a text with content relevant to a grade 2 topic or subject area.	Revised to improve clarity and readability for all stakeholders. We were also wondering if it might be helpful to add an example that would help clarify the standard for non-educator stakeholders (parents, etc.).
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Keep	
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Rewrite: Explain the main purpose of a text, including what the author wants to answer, explain, or describe. **RI.2.6** **Explain** ~~Identify~~ the main purpose of a text, including what the author wants to answer, explain, or describe. ~~Keep~~	
Integration of Knowledge and Ideas		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Keep	
RI.2.8 Describe how reasons support specific points the author makes in a text.	Rewrite: Describe how reasons support specific viewpoints the author makes in a text. **RI.2.8** Describe how reasons support specific viewpoints the author makes in a text. Other suggested text for this standard: "Describe how an author uses reasons to support specific points in a text." or "Describe how an author supports specific points in a text." or "Describe the reasons an author gives to support points in a text."	Revised to change "points" to "viewpoints" for consistency with RI.1.8, for the purpose of improving clarity and readability for all stakeholders. We recommend that upper grades consider making a similar revision. There seems to be a lack of clarity with the second-grade standard. It doesn't follow the first and third grade standards. Perhaps, "
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Range of Reading and Level of Text Complexity		
RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Rewrite: Read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts at a second-grade reading level independently and proficiently.~~ ~~Rewrite: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts appropriately complex for at least grade 2.~~ **RI.2.10** ~~By the end of the year,~~ Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts~~,~~ appropriately ~~in the grades 2-3 text~~ complex~~ity~~ for at least grade 2. ~~band proficiently, with scaffolding as needed at the high end of the range.~~	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Revised to be consistent with RI.1.10, with the purpose of eliminating unnecessary language and improving clarity, readability, and systematic instruction. This language is now very similar to Massachusetts.~~

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RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Range of Reading and Level of Text Complexity
R.K.10 Actively engage in group reading activities with purpose and understanding.
R.1.10 With prompting and support, students will read a balance of literary and informational texts, independently and proficiently, at the 1st grade level.
R.2.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 2nd grade level.
R.3.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 3rd grade level.
R.4.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 4th grade level.
R.5.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 5th grade level.
R.6.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 6th grade level.
R.7.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 7th grade level.
R.8.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 8th grade level.
R.9-12.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the appropriate grade level.

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READING STANDARDS FOR FOUNDATIONAL SKILLS (K-2)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

READING STANDARDS FOR FOUNDATIONAL SKILLS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
RF.K.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in	Rewrite: Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. e. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.K.1** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	e. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ~~Keep~~	
Phonological Awareness		
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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	Keep	This supports systematic, explicit instruction. Additionally, diagnostics used for kindergarten include assessment of these skills.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
Phonics and Word Recognition		
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. 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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying	Rewrite: Know and apply grade-level phonics and word analysis skills in decoding words. 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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Recognize and read with automaticity grade-level, high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying	We revised to remove sub-bullet c) to be its own standard. This was done to clarify the standard, since the other sub-bullets are all focused on letter sounds, whereas c) is focused on sight words. Additionally, sight words are a critical, and separate, skill. This also improves systematic, explicit instruction. We considered Florida's model and verbiage for this standard, as well as standards-based grading practices for (within Idaho districts) kindergarten, as we received feedback that teachers often struggle with grading in this area since the skills are separate, but are currently reflected in only one standard.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
the sounds of the letters that differ.	the sounds of the letters that differ. **RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words. 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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. ~~Read common~~Recognize and read with automaticity grade-level, high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **RF.K.3** Know and apply grade-level phonics and word analysis skills in	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	decoding words. 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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. ~~c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).~~ ~~d.~~c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
~~RF.K.4 (or K.3b for now)~~	~~ADD (Re-write of RF.K.3 by splitting):~~ ~~Recognize and read with automaticity grade-level, high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).~~	~~This represents a recommended split of RF.K.3. This is very similar to Florida, both in being separate and in the language of the standard.~~ ~~We believe it would be helpful in another place to provide additional guidance regarding appropriate high-~~

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		~~frequency word lists for K and/or the minimum number of words that would be expected.~~
Fluency		
RF.K.4 Read emergent-reader texts with purpose and understanding.	Keep	

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Keep	Make connection to L1.2.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Phonological Awareness		
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Keep	We compared this to other states. MA was identical, FL was similar but had some differences (more specific in places).
Phonics and Word Recognition		
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Keep	We compared this to other states. MA was identical, FL was very similar but had

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.		some minor differences and was re-ordered.
Fluency		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Rewrite: Read with accuracy and fluency to support comprehension. a. Read grade level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF.1.4** Read with ~~sufficient~~ accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression ~~.~~ on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Revised to remove the word "sufficient" as it is vague and the sub-bullets demonstrate what is needed to demonstrate appropriate grade-level skills. Added 'on successive reading' to support explicit, systematic, and sequential approaches in fluency and to distinguish between and a cold and a reread. Compared with MA and FL. MA is identical. FL is worded differently, but we determined that we prefer our wording as the focus is on fluency to support comprehension.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
In Kindergarten and First grade		
Phonological Awareness		
In Kindergarten and First grade		
Phonics and Word Recognition		
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes.	Rewrite: Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams, including diphthongs. c. Decode regularly spelled two-syllable words with long and short vowels. d. Decode words with common prefixes and suffixes.	After comparing our standard to MA (identical) and FL, we decided to integrate some of the language from FL in order to make our standard more explicit. We noted that FL includes the following, and we believe that it would fit best in Idaho's aligned third grade standard (RF.3.3): Decode words with open and closed syllables and consonant -le.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words, including **silent letter combinations.** **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams~~.~~, including diphthongs. ~~b.~~c. Decode regularly spelled two-syllable words with long and short vowels. ~~c.~~d. Decode words with common prefixes and suffixes. ~~d.~~e. Identify words with inconsistent but common spelling-sound correspondences.	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~e.~~f. Recognize and read grade-appropriate irregularly spelled words~~.~~, including silent letter combinations.	
Fluency		
RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Rewrite: Read with accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF.2.4** Read with ~~sufficient~~ accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate	Revised to remove the word "sufficient" as it is vague and the sub-bullets demonstrate what is needed to demonstrate appropriate grade-level skills. Compared with MA and FL. MA is identical. FL is worded differently, but we determined that we prefer our wording as the focus is on fluency to support comprehension.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Each grade sub group worked on the language of the standards. The vertical alignment team discussed the duplication/redundancy from grade to grade. As a team we also discussed that the standards progression is supportive of systematic, sequential instruction. The progression can be used as a tool for educators to see the increased complexity at each grade level. K-5 and often K-8 teachers are generalists in their field.

Consider a conversation about the overall formatting of the document to increase ease of use by all stakeholders while retaining what has been beneficial for educators. Rather than repeating the standard at each grade level, the standard is written one time with grade-level specific bullets (for example, within a band).

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (K-2)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Production and Distribution of Writing		
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Research to Build and Present Knowledge		
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
CCRA.W.9 Draw evidence from literary or informational texts to support		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
analysis, reflection, and research.		
Range of Writing		
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

WRITING STANDARDS (K-2)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

WRITING STANDARDS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.K.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., My favorite book is …).	Remove standard; begin in Grade 1	Removed standard to address age-appropriateness.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Rewrite: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic (refer to L.K.1 and L.K.2). **W.K.2** ~~Use~~Using a combination of drawing, dictating, and/or writing, ~~to compose informative/explanatory texts in which they name what they are writing about and supply some~~ provide factual information about ~~the~~ a topic (refer to L.K.1 and L.K.2).	Simplified language to address age-appropriateness and modeled revised language after Florida Best.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.K.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.	Rewrite: Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order (refer to L.K.1 and L.K.2). **W.K.3** ~~Use~~Using a combination of drawing, dictating, and/or writing, create ~~to narrate~~ narratives ~~a single~~with the events ~~or several loosely linked events, tell about the events in the~~ in chronological order (refer to L.K.1 and L.K.2). ~~in which they occurred, and provide a reaction to what happened.~~	Simplified language to address age-appropriateness and modeled revised language after Florida Best.
Production and Distribution of Writing		
W.K.4 (Begins in grade 3)		
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Rewrite: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. **W.K.5** With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. ~~respond to questions and~~	Simplified language to address age-appropriateness and modeled revised language after Florida Best.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~suggestions from peers and add details to strengthen writing as needed.~~	
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Remove standard; begin in Grade 1	Remove standard to address age-appropriateness.
Research to Build and Present Knowledge		
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Remove standard. Begin at Grade 1 ~~Rewrite: Participate in shared research to gather information for writing (e.g., research to write an informational sentence).~~ **W.K.7** Participate in shared research to gather information for ~~and~~ writing ~~projects~~ (e.g., research to write an informational sentence ~~explore a number of books by a favorite author and express opinions about them~~).	Remove standard. Begin at Grade 1 Clarify that focus is on research FOR writing to address age-appropriateness.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Remove standard; begin in Grade 1	Remove standard to address age-appropriateness.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.K.9 (Begins in grade 4)		
Range of Writing		
W.K.10 (Begins in grade 3)	Add: **W.K.10** Write or dictate writing routinely for a range of tasks, purposes and audiences (e.g., label items, generate lists, etc).	Added to clarify the age appropriate tasks that need to be regularly and routinely practiced in K. Modeled revised language after MA Standards. …appropriate to grade level. Add this to each grade level.

WRITING STANDARDS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Rewrite: Write an opinion about a topic or text, supply a reason for the opinion, and provide some sense of closure.	Simplified and clarified language and considered Florida Best in revision. Anchor papers need to be provided to clarify expectations.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	Write complete sentences that include correct punctuation and grammar (refer to L.1.1 and L.1.2). **W.1.1** Write opinion ~~pieces in which they introduce the~~about a topic or ~~name the book they are writing about, state an opinion~~text, supply a reason for the opinion, and provide some sense of closure. Write complete sentences that include correct punctuation and grammar (refer to L.1.1 and L.1.2).	
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Rewrite: Write informative/explanatory texts about a topic, provide facts, and a sense of closure. Write complete sentences that include correct punctuation and grammar (refer to L.1.1 and L.1.2) **W.1.2** Write informative/explanatory texts about a ~~in which they name a~~ topic, ~~supply some~~ provide facts ~~about the topic~~, and ~~provide some~~a sense of closure.	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Modeled language after Florida's Best.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	Write complete sentences that includes correct punctuation and grammar (refer to L.1.1 and L.1.2)	
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Rewrite: Write narratives that retell appropriately sequenced events, include relevant details, transitional words to signal event order, and a sense of closure. Write complete sentences that includes correct punctuation and grammar (refer to L.1.1 and L.1.2) **W.1.3** Write narratives that retell ~~in which they recount two or more~~ appropriately sequenced events, include ~~some~~ relevant details ~~regarding what happened~~, ~~use temporal~~transitional words to signal event order, and ~~provide some~~a sense of closure. Write complete sentences that includes correct punctuation and grammar (refer to L.1.1 and L.1.2)	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Modeled language after Florida's Best.
Production and Distribution of Writing		
W.1.4 (Begins in grade 3)		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Rewrite: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. **W.1.5** With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. ~~focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.~~	
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Remove standard; begin in Grade 2.	
Research to Build and Present Knowledge		
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Rewrite: Participate in shared research to gather information for writing (e.g., research to write an informational sentence). **W.1.7** Participate in shared research ~~and writing projects~~ to gather information	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	for writing (e.g., research to write an informational sentence~~explore a number of "how-to" books on a given topic and use them to write a sequence of instructions~~).	
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Keep	Considered removing to reduce redundancy and to prioritize more important concepts. Decided to keep to scaffold to 2.8.
W.1.9 (Begins in grade 4)		
Range of Writing		
W.1.10 (Begins in grade 3)	Add: **W.1.10** Write or dictate writing routinely for a range of tasks, purposes and audiences.	Removed Kindergarten examples.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

WRITING STANDARDS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Rewrite: Write an opinion about a topic or text, introduce the topic, support the opinion with reasons and details from a source, use linking words (e.g. because, and, also), and provide a conclusion. **W.2.1** Write an opinion about a topic or text, ~~pieces in which they~~ introduce the topic ~~or book they are writing about~~, ~~state an opinion, supply reasons that~~ support the opinion with reasons and details from a source, use linking words (e.g., because, and, also) ~~to connect opinion and reasons~~, and provide a ~~concluding statement or section~~conclusion.	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Modeled some of the language after Florida's Best. Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects/refers to L2.1, L.2.2, and L2.6.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Rewrite: Write informative/explanatory texts that introduce the topic, use a source, and include facts, transitions, and a conclusion. **W.2.2** Write informative/explanatory texts ~~in which they~~that introduce ~~a~~ the	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Modeled some of the language after Florida's Best.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	topic, use a source, and include facts ~~and definitions to develop points, and provide a~~transitions and a ~~concluding~~ conclusion~~statement or section~~.	Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects/refers to L2.1, L.2.2, and L2.6.
W.2.3 Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Rewrite: Write personal or fictional narratives, use transitional words to indicate a logical sequence of events; include details to describe actions, thoughts, and feelings, and provide a conclusion. **W.2.3** Write personal or fictional narratives, use transitional words to indicate a logical ~~in which they recount a well- elaborated event or short~~ sequence of events~~,~~ ; include details to describe actions, thoughts, and feelings, ~~use temporal words to signal event order,~~ and provide a ~~sense of closure~~conclusion.	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Combined Idaho's language with some pieces of Florida's Best. Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects/refers to L2.1, L.2.2, and L2.6.
Production and Distribution of Writing		
W.2.4 (Begins in grade 3)		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Rewrite: Improve writing as needed by planning, revising, and editing, with guidance and support from adults and feedback from peers. **W.2.5** Improve writing as needed by planning, revising, and editing, w~~W~~ith guidance and support from adults and feedback from peers. ~~, focus on a topic and strengthen writing as needed by revising and editing.~~	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Used language from Florida's Best.
W.2.6 With guidance and support from adults, use technology to produce and publish writing, (using keyboarding skills) as well as to interact and collaborate with others.	Rewrite: With guidance and support from adults, use technology to produce and publish writing, using keyboarding skills, as well as to interact and collaborate with others. **W.2.6** With guidance and support from adults, use technology to produce and publish writing, ~~(~~using keyboarding skills, ~~)~~ as well as to interact and collaborate with others.	Changed punctuation for clarity. Concern that technology skills need to be scaffolded so that students are prepared for success on the ISAT. Technology standards do not address keyboarding skills. Consider exemplars to articulate the difference between grade levels since the standards are the same in second and third.
Research to Build and Present Knowledge		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Rewrite: Participate in research to gather information to answer a question about a single topic, using multiple sources. **W.2.7** Participate in ~~shared~~ research ~~and writing projects (e.g., read a number of books~~ to gather information to answer a question about on a single topic, ~~to produce a report; record science observations).~~ using multiple sources.	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Used language from Florida's Best.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	Keep	
W.2.9 (Begins in grade 4)		
Range of Writing		
W.2.10 (Begins in grade 3)	Add: **W.2.10** Write routinely for a range of tasks, purposes and audiences.	Removed 'or dictate writing' to ensure explicit, systematic instruction between grades.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-2)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Presentation of Knowledge and Ideas		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		

SPEAKING AND LISTENING STANDARDS (K-2)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

SPEAKING AND LISTENING STANDARDS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	**Possible rewrite:** **SL.K.1** Participate in collaborative conversations with ~~diverse~~ partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. ~~Keep~~	Remove diverse partners. Perhaps "Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups." We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness. For the entire document, we are wondering if the subcategories and examples should be listed in a supplemental document to reduce the wordiness of the standards. Some of the subcategories might be their own standards. Some of the subcategories might not need to be done at the same time.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		Reference Florida's standards for links to clarifications and examples in appendices.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	KEEP	
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Rewrite: Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood. **SL.K.3** Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	Clarified language and ensured explicit, systematic, and sequential expectations between grades.
Presentation of Knowledge and Ideas		
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail**.**	Keep	
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Rewrite: With prompting and support, speak audibly and express thoughts, feelings, and ideas clearly using complete sentences. **SL.K.6** With prompting and support, s~~S~~peak audibly and express thoughts, feelings, and ideas clearly using complete sentences.~~.~~	Clarified language and ensured explicit, systematic, and sequential expectations between grades.

SPEAKING AND LISTENING STANDARDS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger	**Possible rewrite:** **SL.1.1** Participate in collaborative conversations ~~with diverse partners~~ about ~~grade 1~~ topics and texts with	Remove diverse partners. Perhaps "Participate in collaborative conversations about topics and texts

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. Keep	with peers and adults in small and larger groups." We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness.
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Keep	
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Presentation of Knowledge and Ideas		
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Keep	
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Keep	
SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Rewrite: Produce complete sentences when appropriate to task and situation. (See L.1.1) **SL.1.6** Produce complete sentences when appropriate to task and situation. (See ~~grade 1 Language standards 1 and 3 for specific expectations~~L.1.1.)	Revise to correct missing standard L.1.3.

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SPEAKING AND LISTENING STANDARDS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	**Possible Rewrite:** **SL.2.1** Participate in collaborative conversations ~~with diverse partners~~ about ~~grade 2~~ topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, and speaking one at a time about the topics and texts under discussion). b. Build on what others' ~~talk~~ say in conversations by linking their ~~comments~~ ideas to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. Keep	Special meeting on 10/30/20 for voting after discussion held on 10/22/20 approved 2.1- November 9 Remove diverse partners. Perhaps "Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups." We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness. Build on what others say in conversations by linking their own ideas to the remarks of others. (We felt that

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		this helped build to the third-grade standard.)
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Keep	
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Keep	
Presentation of Knowledge and Ideas		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Keep	
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Rewrite: Create audio or video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Revisit to connect better to 3rd grade.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	SL.2.5 Create audio or video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. ~~Keep~~	
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Keep	

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (K-2)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Knowledge of Language		
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Vocabulary Acquisition and Use		
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
word parts, and consulting general and specialized reference materials, as appropriate.		
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

LANGUAGE STANDARDS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		Noticed Florida Best removed language standards. MA standards are almost verbatim to ours. We kept the standard because the language standards support the writing standards and are carefully scaffolded throughout the grade levels.
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently	Noticed Florida Best removed language standards. MA standards are almost verbatim to ours. We kept the standard because the language standards support the writing standards and are carefully scaffolded throughout the grade levels.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. **L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print ~~many~~ upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	f. Produce and expand complete sentences in shared language activities.	
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. e. Write at least one complete sentence. **L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in	Removed quantifier to clarify explicit, systematic, and sequential instruction.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for ~~most~~ consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. ~~d.~~e. Write at least one complete sentence.	
Knowledge of Language		
L.K.3 (Begins in grade 2)		
Vocabulary Acquisition and Use		
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck	Using the phrase "grade level" could help if any standards are consolidated with notes to look at specific grade levels for the sub-bullets that specify the grade level expectations.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
is a bird and learning the verb to duck). b. 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.	is a bird and learning the verb to duck). a. 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. **L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on ~~kindergarten reading and~~ grade level content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. 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. ~~Keep~~	It will also be easier for editing purposes to copy this phrase than using each grade level. When is the example necessary and when is it supplemental? In this case, the example feels essential to what is necessary at the grade level.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Keep	Some grade levels use "nuance" and some use "subtle." Using one or the other will create consistency.
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Keep	

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LANGUAGE STANDARDS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		Language standards are found in Appendices in the Florida Best standards. Research supports explicit instruction of language skills in the context of reading and writing. We believe that it needs to be included as a standard and not as an appendix for focus and accountability.
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters legibly and fluently. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense	Used language from MA standards to ensure scaffolding between grade levels. Considering all stake-holders, the examples used provide clarity.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters legibly and fluently.	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Keep	
Knowledge of Language		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.1.3 (Begins in grade 2)		
Vocabulary Acquisition and Use		
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). **L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level ~~1 reading and~~ content, choosing flexibly from an array of strategies. a. Use sentence-level context as	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ~~Keep~~	
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Keep	

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LANGUAGE STANDARDS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
(e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	Keep	Do we need the examples in d. if they aren't included in other grade levels? (Removing could help with consistency.)

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Knowledge of Language		
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	Keep	
Vocabulary Acquisition and Use		
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level ~~2 reading and~~ content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. ~~Keep~~	
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs	Keep	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
(e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Keep	

HANDWRITING STANDARDS (K-2)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

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HANDWRITING STANDARDS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Acquire Handwriting Skills for Print Handwriting		
HW.K.1 Write upper and lowercase letters of the alphabet. a. Write left to right, top to bottom, with appropriate spaces between words.	Keep	

HANDWRITING STANDARDS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Acquire Handwriting Skills for Print Handwriting		
HW.1.1 Print legibly. a. Write a complete sentence with words spaced appropriately.	Keep	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

HANDWRITING STANDARDS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Acquire Handwriting Skills for Print Handwriting		
HW.2.1 Print with functional speed and maintain legibility.	Keep	

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (3-5)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
drawn from the text.		
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
Craft and Structure		
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		
Integration of Knowledge and Ideas		
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Range of Reading and Level of Text Complexity		
CCRA.R.10 Read and comprehend complex literary and informational texts		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
independently and proficiently.		

READING STANDARDS FOR LITERATURE (3-5)

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

READING STANDARDS FOR LITERATURE – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Rewrite: Using text evidence, students can ask and answer questions about the text. Rewrite: Ask and answer questions about the text, using text evidence.	The term explicitly may be too complex for all stakeholders.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.3.1 Ask and answer questions ~~to demonstrate understanding of a~~about the text, ~~referring explicitly to the text~~using text ~~as the basis for the answers~~evidence. **RL.3.1** ~~Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.~~	
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Rewrite: Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral through key details in the text to support it. **RL.3.2** ~~Recount~~ Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral ~~and explain how it is conveyed through using~~ through key details ~~from~~ in the text to support it.	The terms recount and convey may be too complex for all stakeholders.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Rewrite: Explain how one or more characters develop throughout the plot in a literary text.	4. We chose to revise this Florida's standard to provide more clarity[ARQ1] . Benchmark Clarifications:

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.3.3 ~~Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.~~	Clarification 1: When explaining character development, students will include character traits, feelings, motivations and responses to situations.
Craft and Structure		
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Rewrite: Determine the intended meaning of words and phrases as they are used in a text. **RL.3.4** Determine the intended meaning of words and phrases as they are used in a text~~, distinguishing literal from nonliteral language.~~.	4. Explanation of literal and figurative language could be included in a guidance document.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Rewrite: Identify common structural elements of fiction; describe how each part of a text builds on earlier sections. **RL.3.5** ~~Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.~~	4. We chose to revise to MA standard to be more inclusive to all types of fiction and not to be limiting with specific terminology.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Rewrite: Identify and understand first and third-person point of view in a text. **RL.3.6** ~~Distinguish their own point of view from that of the narrator or those of the characters.~~	4. We chose to revise this standard to add clarity, keeping in mind vertical alignment.
Integration of Knowledge and Ideas		
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Rewrite: Explain how specific aspects of a text's illustrations contribute to the meaning of a story (e.g., create mood, emphasize aspects of a character or setting). **RL.3.7** Explain how specific aspects of a text's illustrations contribute ~~to what is conveyed by the words in~~ to the meaning of a story (e.g., create mood, emphasize aspects of a character or setting).	4. We chose to revise the word conveyed to simplify language.
RL.3.8 (Not applicable to literature)		
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in	Rewrite: Compare and contrast the themes, settings, and plots of two similar texts.	4. We chose to revise for clarity.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
books from a series).	**RL.3.9** 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).~~two similar texts.	
Range of Reading and Level of Text Complexity		
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	REMOVE ~~Rewrite: Read and comprehend literature at a third-grade reading level independently and proficiently.~~ **RL.3.10** ~~By the end of the year,~~ R~~r~~ead and comprehend literature at a third grade reading level~~, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band~~ independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. *4. Include text complexity grade bands in guidance documents.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR LITERATURE – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Rewrite: Using text evidence, students can explain the text and make inferences. Rewrite: Explain the text and make inferences, using text evidence. **RL.4.1** ~~Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.~~	4. We chose to revise for clarity.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Rewrite: Summarize a text and determine its theme. **RL.4.2** ~~Determine a theme of a story, drama, or poem from details in the text; summarize the text.~~	4. We chose to revise for clarity.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or	Rewrite: Using text evidence, describe in depth a character, setting, or event in the text. Rewrite: Describe in depth a character,	4. We chose to revise for clarity.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
actions).	setting, or event in the text, using text evidence. **RL.4.3** Using text evidence,~~D~~ describe in depth a character, setting, or event ~~in a story or drama, drawing on specific details~~ in the text ~~(e.g., a character's thoughts, words, or actions).~~	
Craft and Structure		
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.~~including those that allude to significant characters found in mythology (e.g., Herculean).~~	We chose to move this standard from grade 5 to grade 4 to create a better progression of learning, from simple to complex.
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings,	Rewrite: Explain major differences between poems, drama, and prose, and refer to the structural elements of each. **RL.4.5** Explain major differences between poems, drama, and prose, and	4. Include examples in guidance documents.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
descriptions, dialogue, stage directions) when writing or speaking about a text.	refer to the structural elements of each.~~poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.~~	
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Keep	
Integration of Knowledge and Ideas		
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Rewrite: Compare and contrast the text of a story or drama and a visual or oral presentation of the text. **RL.4.7** ~~Make connections between~~Compare and contrast the text of a story or drama and a visual or oral presentation of the text~~, identifying where each version reflects specific descriptions and directions in the text~~.	4. We chose to revise for clarity.
RL.4.8 (Not applicable to literature)		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Rewrite: Compare and contrast the treatment of similar themes and patterns of events in stories, myths, and traditional literature from different cultures. **RL.4.9** Compare and contrast the treatment of similar themes and ~~topics (e.g., opposition of good and evil) and~~ patterns of events ~~(e.g., the quest)~~ in stories, myths, and traditional literature from different cultures.	
Range of Reading and Level of Text Complexity		
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the.	REMOVE ~~Rewrite: Read and comprehend literature at a fourth-grade reading level independently and proficiently.~~ **RL.4.10** ~~By the end of the year,~~ R~~r~~ead and comprehend literature~~, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the.~~ at a fourth grade	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. *4. Include text complexity grade bands in guidance documents

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	reading level independently and proficiently.	

READING STANDARDS FOR LITERATURE – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Rewrite: Quote accurately from a text when explaining what the text says and when making inferences from the text. **RL.5.1** Quote accurately from a text when explaining what the text says ~~explicitly~~ and when ~~drawing~~ making inferences from the text.	4. We chose to revise to reduce complex verbiage.
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges	Rewrite: Summarize a text and determine its theme, including how characters in a story or drama respond to challenges or how the speaker in a	4. We chose to revise for clarity.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
or how the speaker in a poem reflects upon a topic; summarize the text.	poem reflects upon a topic. **RL.5.2** Summarize a text and ~~D~~determine ~~a~~ its theme, ~~of a story, drama, or poem from details in the text,~~ including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic~~; summarize the text.~~	
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Rewrite: Compare and contrast two or more characters, settings, or events in a story or drama, using specific details from the text. **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, ~~drawing on~~using specific details ~~in~~ from the text ~~(e.g., how characters interact)~~.	4. We chose to revise to reduce complex verbiage.
Craft and Structure		
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Rewrite: Determine the meaning of words and phrases as they are used in a text, including those that make reference to significant characters found in mythology.	4. We chose to move this standard from grade 4 to grade 5. We also chose to revise to reduce complex verbiage. "those that make reference to significant characters found in mythology." could

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including ~~figurative language such as metaphors and similes.~~those that makes reference to significant characters found in mythology.	potentially be replaced with "analogies and allusions to other texts" Wondering if there might information in a supplemental document or an example to clarify? The parenthetical (Herculean) helps show the purpose. Consider revising to be more clear and not focus on mythology
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Rewrite: Explain how chapters, scenes, or stanzas work together to provide the overall structure of text. **RL.5.5** Explain how ~~a series of~~ chapters, scenes, or stanzas ~~fits~~ work together to provide the overall structure of ~~a particular story, drama, or poem.~~text.	4. We chose to revise to reduce complex verbiage.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Keep	
Integration of Knowledge and Ideas		
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g.,	Rewrite: Analyze how visual and multimedia elements contribute to the meaning, tone, or impact of a text.	4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or ~~beauty~~ impact of a text ~~(e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)~~.	
RL.5.8 (Not applicable to literature)		
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Rewrite: Compare and contrast stories in the same genre on their approaches to similar themes and topics. **RL.5.9** Compare and contrast stories in the same genre ~~(e.g., mysteries and adventure stories)~~ on their approaches to similar themes and topics.	4. We chose to revise to reduce complex verbiage.
Range of Reading and Level of Text Complexity		
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	REMOVE ~~Rewrite: Read and comprehend literature at a fifth-grade reading level independently and proficiently.~~ **RL.5.10** ~~By the end of the year,~~ ~~R~~read and comprehend literature~~, including~~	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. *4. Include text complexity grade bands in guidance documents.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band~~ at a fifth grade reading level independently and proficiently.	

READING STANDARDS FOR INFORMATIONAL TEXT (3-5)

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Rewrite: Ask and answer questions about the text, using text evidence. **RI.3.1** Ask and answer questions ~~to demonstrate understanding of a text, referring explicitly to~~ about the text, using text evidence. ~~as the basis for the answers.~~	4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~Using text evidence, students can ask and answer questions about the text.Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.~~	
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Rewrite: Determine the main idea of a text; recall the key details and explain how they support the main idea. **RI.3.2** Determine the main idea of a text; ~~recount~~ recall the key details and explain how they support the main idea.	4. We chose to revise to reduce complex verbiage.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Rewrite: Describe~~,~~ the relationship between events, procedures, ideas or concepts in a historical, scientific, or technical text, using language that pertains to time, sequence, and cause/effect. **RI.3.3** Describe ~~the relationship between a series of historical~~ events, ~~scientific~~ procedures, ideas or concepts~~, or steps in technical procedures~~ in a historical, scientific, or technical~~in a~~ text, using language that pertains to time, sequence, and cause/effect.	4. We chose to revise to reduce complex verbiage. Note-look at grade 2 for vertical alignment

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Craft and Structure		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Rewrite: Determine the meaning of general academic and content-specific words and phrases in a text. **RI.3.4** Determine the meaning of general academic and ~~domain~~content-specific words and phrases in a text ~~relevant to a grade 3 topic or subject area~~.	4. We chose to revise to reduce complex verbiage. Appendix A pgs 32-35 references vocabulary to pull from.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Rewrite: Use text features and search tools to locate information relevant to a given topic. **RI.3.5** Use text features and search tools ~~(e.g., key words, sidebars, hyperlinks)~~ to locate information relevant to a given topic ~~efficiently~~.	4. We chose to revise to reduce complex verbiage.
RI.3.6 Distinguish their own point of view from that of the author of a text.	Rewrite: Explain the difference between their own point of view and that of the author. **RI.3.6** ~~Distinguish~~ Explain the difference between their own point of view ~~from~~ and that of the author ~~of a text~~.	4. We chose to revise to reduce complex verbiage. This standard is unique to informational text.
Integration of Knowledge and Ideas		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Rewrite: Use information gained from illustrations and the words in a text to demonstrate understanding of the text. **RI.3.7** Use information gained from illustrations ~~(e.g., maps, photographs)~~ and the words in a text to demonstrate understanding of the text ~~(e.g., where, when, why, and how key events occur)~~.	4. We chose to revise to reduce complex verbiage. Look at combining 3.5 and 3.7 depending on other grade levels.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Rewrite: Identify how the author connects specific points to support an opinion. **RI.3.8** ~~Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).~~	4. We chose to revise to reduce complex verbiage. *We revised in accordance to the anchor standards to make a logical progression.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Rewrite: Compare and contrast the main ideas and details presented in two texts on the same topic. **RI.3.9** Compare and contrast the ~~most important points and key~~main ideas and details presented in two texts on the same topic.	4. We chose to revise for clarity.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Range of Reading and Level of Text Complexity		
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	REMOVE ~~Rewrite: Read and comprehend informational texts at a third-grade reading level independently and proficiently.~~ **RI.3.10** ~~By the end of the year, R~~read and comprehend informational texts a~~, including history/social studies, science, and technical texts,~~ t ~~the high end of the grades 2-3 text complexity band~~a third grade reading level independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. Reading Literature and Informational texts could be combined depending on other grade levels. *4. Include text complexity grade bands in guidance documents. Consider whether we want to include text examples in a guidance document.

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Rewrite: Explain the text and make inferences, using text evidence. ~~**RI.4.1** Refer to details and examples in a text when~~ ~~E~~explain~~ing~~ ~~what~~ the text ~~says explicitly and when drawing~~ and make inferences, using text evidence. ~~from the text.~~ ~~Using text evidence, students can explain the text and make inferences.Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.~~	4. We chose to revise to reduce complex verbiage.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Keep	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Rewrite: Explain events, procedures, ideas, or concepts found in a historical, scientific, or technical text. **RI.4.3** Explain events, procedures, ideas, or concepts found in a historical, scientific, or technical text~~, including~~	4. We chose to revise for clarity.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~what happened and why, based on specific information in the text~~.	
Craft and Structure		
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Rewrite: Determine the meaning of general academic and content-specific words or phrases in a text. **RI.4.4** Determine the meaning of general academic and ~~domain~~content-specific words or phrases in a text ~~relevant to a grade 4 topic or subject area~~.	4. We chose to revise to reduce complex verbiage.
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Rewrite: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. **RI.4.5** Describe the overall structure ~~(e.g., chronology, comparison, cause/effect, problem/solution)~~ of events, ideas, concepts, or information in a text or part of a text.	4. We chose to revise to reduce complex verbiage.
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences	Rewrite: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. ~~**RI.4.6**~~	4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
in focus and the information provided.	~~Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.~~	
Integration of Knowledge and Ideas		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Rewrite: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text. **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text ~~in which it appears~~.	4. We chose to revise to reduce complex verbiage.
RI.4.8 Explain how an author uses reasons and evidence to support	Rewrite: Explain how an author uses reasons and evidence to support specific	4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
particular points in a text.	points in a text. **RI.4.8** Explain how an author uses reasons and evidence to support ~~particular~~ specific points in a text.	
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Keep	
Range of Reading and Level of Text Complexity		
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Rewrite: Read and comprehend informational texts at a fourth grade reading level independently and proficiently.~~ **RI.4.10** ~~By the end of year,~~ ~~R~~read and comprehend informational texts ~~, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~at a fourth grade reading level independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. Reading Literature and Informational texts could be combined depending on other grade levels. *4. Include text complexity grade bands in guidance documents. Consider whether we want to include text examples in a guidance document.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Rewrite: Quote accurately from a text when explaining what the text says and when making inferences from the text. **RI.5.1** Quote accurately from a text when explaining what the text says ~~explicitly~~ and when ~~drawing~~ making inferences from the text.	4. We chose to revise to reduce complex verbiage. RL.5.1 same as RI
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Keep	
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Rewrite: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. **RI.5.3** Explain the relationships or interactions between two or more	4. We chose to revise to reduce complex verbiage.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	individuals, events, ideas, or concepts in a historical, scientific, or technical text ~~based on specific information in the text~~.	
Craft and Structure		
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Rewrite: Determine the meaning of general academic and content-specific words and phrases in a text. **RI.5.4** Determine the meaning of general academic and ~~domain~~content-specific words and phrases in a text ~~relevant to a grade 5 topic or subject area~~.	4. We chose to revise to reduce complex verbiage.
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Rewrite: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. **RI.5.5** Compare and contrast the overall structure ~~(e.g., chronology, comparison, cause/effect, problem/solution)~~ of events, ideas, concepts, or information in two or more texts.	4. We chose to revise to reduce complex verbiage.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences	Rewrite: Compare and contrast two accounts of the same event or topic, noting important similarities and	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
in the point of view they represent.	differences in the point of view of the authors. **RI.5.6** ~~Analyze multiple~~ Compare and contrast two accounts of the same event or topic, noting important similarities and differences in the point of view ~~they represent.~~of the authors. ~~Keep~~	
Integration of Knowledge and Ideas		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Rewrite: Using information from multiple print or digital sources, demonstrate the ability to locate an answer to a question or to solve a problem efficiently. **RI.5.7** ~~Draw on~~Using information from multiple print or digital sources, demonstrate ~~ing~~ the ability to locate an answer to a question ~~quickly~~ or to solve a problem efficiently.	4. We chose to revise to reduce complex verbiage. Took out quickly due to repetition
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons	Rewrite: Explain how an author uses reasons and evidence to support specific points in a text, identifying which reasons and evidence support which point(s).	4. We chose to revise to reduce complex verbiage.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and evidence support which point(s).	**RI.5.8** Explain how an author uses reasons and evidence to support ~~particular~~ specific points in a text, identifying which reasons and evidence support which point(s).	
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Keep	
Range of Reading and Level of Text Complexity		
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	REMOVE ~~Rewrite: Read and comprehend informational texts at a fifth grade reading level independently and proficiently.~~ **RI.5.10** ~~By the end of the year,~~ R~~r~~ead and comprehend informational texts~~, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band~~ at a fifth grade reading level independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. Reading Literature and Informational texts could be combined depending on other grade levels. *4. Include text complexity grade bands in guidance documents. Consider whether we want to include text examples in a guidance document.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR FOUNDATIONAL SKILLS (3-5)

No Anchor Standards for Foundational Skills

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
In Kindergarten and First grade		
Phonological Awareness		
In Kindergarten and First grade		
Phonics and Word Recognition		
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multi-syllable words. d. Read grade-appropriate	Keep	*Should foundation skills be before reading skills in the final draft, as they are sequential? Importance of having supplemental information in guidance document - Prefixes, suffixes, and irregularly spelled words

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
irregularly spelled words.		Concerns about high level vocab or verbiage, kept it
Fluency		
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Rewrite: Read grade-level texts with accuracy, automaticity, and appropriate fluency and expression to support comprehension. **RF.3.4** Read grade-level texts ~~with sufficient accuracy~~with accuracy, ~~and~~automaticity, and appropriate fluency and expression to support comprehension. ~~Read grade-level text with purpose and understanding.~~ ~~Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.~~ ~~Use context to confirm or self-correct word recognition and~~	*Consistency throughout grade levels Include part c in guidance document 4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~understanding, rereading as necessary.~~	

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
In Kindergarten and First grade		
Phonological Awareness		
In Kindergarten and First grade		
Phonics and Word Recognition		
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and	**Rewrite:** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately	Guidance document needs to provide clarification on terminology 4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	unfamiliar multisyllabic words in context and out of context. **RF.4.3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology ~~(e.g., roots and affixes)~~ to read accurately unfamiliar multisyllabic words in context and out of context.	
Fluency		
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and	Rewrite: Read grade-level texts with accuracy, automaticity, and appropriate fluency and expression to support comprehension. **RF.4.4** Read grade-level texts with ~~sufficient~~ accuracy, automaticity, and appropriate fluency and expression to support comprehension.	*Consistency throughout grade levels Include part c in guidance document 4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
understanding, rereading as necessary.	~~a. Read grade-level text with purpose and understanding.~~ ~~b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.~~ ~~c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~	

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
In Kindergarten and First grade		
Phonological Awareness		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
In Kindergarten and First grade		
Phonics and Word Recognition		
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Rewrite: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology ~~(e.g., roots and affixes)~~ to read accurately unfamiliar multisyllabic words in context and out of context.	Guidance document needs to provide clarification on terminology 4. We chose to revise to reduce complex verbiage.
Fluency		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. **c.** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Rewrite: Read grade-level texts with accuracy, automaticity, and appropriate fluency and expression to support comprehension. **RF.5.4** Read grade-level texts with ~~sufficient~~ accuracy, automaticity, and appropriate fluency and expression to support comprehension. ~~a. Read grade-level text with purpose and understanding.~~ ~~b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.~~ ~~c.~~a. ~~Use context to confirm or self-correct word recognition and understanding, rereading as necessary.~~	*Consistency throughout grade levels Include part c in guidance document 4. We chose to revise to reduce complex verbiage.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (3-5)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that

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together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes*		
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
CCRA.W.2 Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Production and Distribution of Writing		
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
to task, purpose, and audience.		
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Research to Build and Present Knowledge		
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Range of Writing		
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

WRITING STANDARDS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	Rewrite: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases to connect opinion and reasons. ~~a.~~d. Provide a concluding statement or section. **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases ~~(e.g., because, therefore, since, for example)~~ to connect opinion	Combine handwriting in this section like FL? Organize our writing standards like FL with titling standards or sections? Consistency throughout grade levels 4. We chose to revise to reduce complex verbiage.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	and reasons. d. Provide a concluding statement or section.	
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	Rewrite: Write informative / explanatory texts to examine a topic and communicate ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information. d. Provide a concluding statement or section. **W.3.2** Write informative/explanatory texts to examine a topic and ~~convey~~communicate ideas and information clearly. a. Introduce a topic and group	4. We chose to revise punctuation and reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases ~~(e.g., also, another, and, more, but)~~ to connect ideas within categories of information. d. Provide a concluding statement or section.	
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and	Rewrite: Write narratives about experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use time-related words and	Align with grade-levels Could these subsections be placed in guidance document 4. We chose to revise to reduce complex verbiage. Point of clarity, these may be independent skills that will be assessed in separate pieces of writing. We wonder how to make this more clear. Should it be included in standard or in an appendix?

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
phrases to signal event order. d. Provide a sense of closure.	phrases to signal event order. d. Provide a sense of closure. **W.3.3** Write narratives ~~to develop real or imagined~~ about experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use ~~temporal~~ time-related words and phrases to signal event order. d. Provide a sense of closure.	Clarify that these skills do not all need to be present in one piece of writing. These provide the criteria that will used to assess if learners are meeting the standard. Concern was brought up that the structure of the standards, specifically the Anchor Standards may be hindering...
Production and Distribution of Writing		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are	REMOVE Combine with 3.5	Combine 3.4 & 3.5 – reconsider alignment with other grade levels

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)		We want to make the best decision based on other grade levels.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	Rewrite: Produce writing that is appropriate to task, purpose and audience. Develop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. **W.3.5** ~~With guidance and support from peers and adults,~~Produce writing that is appropriate to task, purpose and audience. D~~d~~evelop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.~~. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)~~	Combine 3.4 & 3.5 – reconsider alignment with other grade levels 3 – to reduce the number of standards
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate	Rewrite: With guidance and support from adults, use technology to produce and publish writing as well as to interact	4. We chose to revise to reduce complex verbiage.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting (e.g., 1-3 paragraphs).	and collaborate with others. **W.3.6** With guidance and support from adults, use technology to produce and publish writing ~~(using keyboarding skills)~~ as well as to interact and collaborate with others; ~~demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting (e.g., 1-3 paragraphs).~~	
Research to Build and Present Knowledge		
W.3.7 Conduct short research projects that build knowledge about a topic.	Keep	
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Keep	
W.3.9 (Begins in grade 4)		
Range of Writing		
W.3.10 Write routinely over extended time frames (time for research,	Rewrite: Write routinely over short and extended time frames for a range of	Consistency throughout grade levels

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	discipline-specific tasks, purposes, and audiences. **W.3.10** Write routinely over short and extended time frames ~~(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)~~ for a range of discipline-specific tasks, purposes, and audiences.	4. We chose to revise to reduce complex verbiage. The following was removed from the standard: (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

WRITING STANDARDS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Rewrite: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	4. We chose to revise to reduce complex verbiage.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Use precise language and domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.	b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases. d. Use precise language and domain-specific vocabulary to support the opinion piece. ~~b.~~e. Provide a concluding statement or section related to the opinion presented. **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases ~~(e.g., for instance, in order to, in addition)~~. d. Use precise language and	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.	
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to	Rewrite: Write informative / explanatory texts to examine a topic and communicate ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases d. Use precise language and content-specific vocabulary to inform or explain the topic.	4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	~~a.~~e. Provide a concluding statement or section related to the information or explanation presented. **W.4.2** Write informative/explanatory texts to examine a topic and ~~convey~~ communicate ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting ~~(e.g., headings)~~, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases ~~(e.g., another, for example, also, because).~~ d. Use precise language and ~~domain~~content-specific	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	vocabulary to inform ~~about~~ or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to	Rewrite: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details	Consider reducing wording in this strand. Will need to review other GLs.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	~~a.~~e. Provide a conclusion that follows from the narrated experiences or events. **W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details ~~to convey experiences and events precisely.~~ e. Provide a conclusion that follows from the narrated	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	experiences or events.	
Production and Distribution of Writing		
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	REMOVE Combine with 4.5	Combine 4.4 & 4.5 – reconsider alignment with other grade levels We want to make the best decision based on other grade levels.
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	Rewrite: Produce clear and coherent writing that is appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. **W.4.5** ~~With guidance and support from peers and adults,~~Produce clear and coherent writing that is appropriate to task, purpose, and audience. D~~d~~evelop and strengthen writing as needed by planning, revising, and editing~~. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)~~with guidance	Combine 4.4 & 4.5 – reconsider alignment with other grade levels 3 – to reduce the number of standards

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	and support from adults and feedback from peers.	
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text (e.g., 1-2 pages).	Rewrite: With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. **W.4.6** With some guidance and support from adults, use technology ~~, including the Internet,~~ to produce and publish writing as well as to interact and collaborate with others; ~~demonstrate sufficient command of keyboarding skills to type multi-paragraph text (e.g., 1-2 pages).~~	4. We chose to revise to reduce complex verbiage.
Research to Build and Present Knowledge		
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Keep	Possibility to look at FL standards and consider merging 4.7 and 4.8
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
sources; take notes and categorize information, and provide a list of sources.		
W.4.9 -Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	Rewrite: Use evidence from literary or informational texts to support analysis, reflection, and research applying grade 4 Reading standards. **W.4.9** ~~Draw~~ Use evidence from literary or informational texts to support analysis, reflection, and research applying grade 4 Reading standards. ~~a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]").~~ ~~b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to~~	4. We chose to revise to reduce complex verbiage. Examples were redundant. Consideration to also combine with writing standards 7,8, & 9 We discussed keeping these, "applying grade 4 Reading standards," as an example of standards integration.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~support particular points in a text").~~	
Range of Writing		
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Rewrite: Write routinely over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences. **W.4.10** Write routinely over extended time frames ~~(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)~~ for a range of discipline-specific tasks, purposes, and audiences.	Consistency throughout grade levels 4. We chose to revise to reduce complex verbiage. The following was removed from the standard: (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

WRITING STANDARDS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Use precise language and domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.	Rewrite: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses d. Use precise language and content-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented. **W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in	4. We chose to revise to reduce complex verbiage. Linking word examples not needed.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses ~~(e.g., consequently, specifically).~~ d. Use precise language and ~~domain~~content-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.	
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Rewrite: Write informative/ explanatory texts to examine a topic and communicate ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to	4. We chose to revise to reduce complex verbiage. Linking word examples not needed.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses. d. Use precise language and content-specific vocabulary to inform or explain the topic. ~~c.~~e. Provide a concluding statement or section related to the information or explanation presented. **W.5.2** Write informative/explanatory texts to examine a topic and ~~convey~~ communicate ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting ~~(e.g., headings)~~, illustrations, and multimedia	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses ~~(e.g., in contrast, especially).~~ d. Use precise language and ~~domain~~content-specific vocabulary to inform ~~about~~ or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or	Rewrite: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or	4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details. ~~c.~~e. Provide a conclusion that follows from the narrated experiences or events. **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details ~~to convey experiences and events precisely~~. e. Provide a conclusion that follows from the narrated experiences or events.	
Production and Distribution of Writing		
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	REMOVE Combine with 5.5	Combine 5.4 & 5.5 – reconsider alignment with other grade levels We want to make the best decision based on other grade levels. Recommend keeping this standard separate from 5.5 to that 5.4 production, 5.5 edit/revise, 5.6 publication.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	Rewrite: Produce clear and coherent writing that is appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. **W.5.5** ~~With guidance and support from peers and adults,~~ Produce clear and coherent writing that is appropriate to task, purpose, and audience. D~~d~~evelop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.~~, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)~~	Combine 5.4 & 5.5 – reconsider alignment with other grade levels 3 – to reduce the number of standards
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills	Rewrite: With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. **W.5.6** With some guidance and support from adults, use technology ~~, including~~	4. We chose to revise to reduce complex verbiage.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
to type multi-paragraph text (e.g., 1-3 pages).	~~the Internet,~~ to produce and publish writing as well as to interact and collaborate with others; ~~demonstrate sufficient command of keyboarding skills to type multi-paragraph text (e.g., 1-3 pages).~~	
Research to Build and Present Knowledge		
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Keep	Consider combining writing standards 7,8, & 9
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Keep	
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or	Rewrite: Use evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 Reading standards.	4. We chose to revise to reduce complex verbiage. Examples were redundant.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	**W.5.9** ~~Draw~~ Use evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 reading standards.~~.~~ ~~a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”).~~ ~~b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).~~	
Range of Writing		
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter	Rewrite: Write routinely over short and extended time frames for a range of discipline-specific tasks, purposes, and	Consistency throughout grade levels

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	audiences. **W.5.10** Write routinely over short and extended time frames ~~(time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)~~ for a range of discipline-specific tasks, purposes, and audiences.	4. We chose to revise to reduce complex verbiage.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (3-5)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Presentation of Knowledge and Ideas		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		

SPEAKING AND LISTENING STANDARDS (3-5)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

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SPEAKING AND LISTENING STANDARDS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information	Rewrite: Engage in various collaborative discussions clearly expressing their own ideas and building on the ideas of others. a. Come prepared to discussions ready to explore relevant ideas. b. Follow agreed-upon rules for discussions. c. Ask topic-related questions to check their own understanding of information presented and connect their comments to the remarks of others. d. Explain their own ideas and understanding based on the discussion. **SL.3.1** Engage ~~effectively~~ in ~~a range of~~various collaborative discussions ~~(one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts,~~ clearly expressing their own ideas and building on ~~others'~~ the ideas ~~and~~	4. Removing examples for clarity and consistency with other standards. Adjusted wording to provide for clarity

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	~~expressing their own clearly.~~of others a. Come ~~to discussions~~ prepared to discussions ready to explore relevant ideas~~,~~ ~~having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.~~ b. Follow agreed-upon rules for discussions ~~(e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)~~. c. Ask topic-related questions to check their own understanding of information presented~~, stay on topic, and link their~~ and connect their comments to the remarks of others. d. Explain their own ideas and understanding ~~in light of the~~based on the discussion.	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Possible Rewrite:** **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in ~~diverse~~ a variety of media and formats, including visually, quantitatively, and orally. Keep	Quantitatively may need to be changed or examples provided in grades 3 and up.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Keep	
Presentation of Knowledge and Ideas		
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Rewrite: Give an oral report, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume. **SL.3.4** Give an oral ~~R~~report ~~on a topic or text~~, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume.	Revised for clarity and added "volume"

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Rewrite: Create engaging audio or video recordings that demonstrate fluency; add visual displays when appropriate. **SL.3.5** Create engaging audio or video recordings ~~of stories or poems~~ that demonstrate ~~fluid~~ fluency~~reading at an understandable pace~~; add visual displays when appropriate ~~to emphasize or enhance certain facts or details~~.	Revised for clarity
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Keep	Is it possible to combine this with 3.4 and 3.5?

SPEAKING AND LISTENING STANDARDS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Rewrite: Engage in various collaborative discussions clearly expressing their own ideas and building on the ideas of others. a. Come prepared to discussions ready to explore relevant ideas. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Ask and answer specific questions to clarify or respond to information presented, and provide comments that contribute to the discussion and connect their comments to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in response to the discussion. **SL.4.1** Engage ~~effectively~~ in ~~a range of~~various collaborative discussions ~~(one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts,~~ clearly expressing their own ideas and building on ~~others'~~ the ideas ~~and~~	4. Removing examples for clarity and consistency with other standards. Adjusted wording to provide for clarity We recommend a second look on the wording of subcategories c and d. Remove the phrase in light of. We recommend using more literal language. Perhaps "in response to" rather than "in light of"

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~expressing their own clearly~~of others. a. Come ~~to discussions~~ prepared to discussions ~~, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.~~ready to explore relevant ideas b. Follow agreed-upon rules for discussions and carry out assigned roles. c. ~~Pose and respond to~~Ask and answer specific questions to clarify or ~~follow up on~~respond to information presented, and ~~make~~ provide comments that contribute to the discussion and ~~link~~ connect their comments to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in ~~light of~~response to the discussion.	
SL.4.2 Paraphrase portions of a text read	Keep	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	Keep	
Presentation of Knowledge and Ideas		
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Rewrite: Give an oral report, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and volume. **SL.4.4** Give an oral ~~R~~report ~~on a topic or text~~, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and volume.	Revised for clarity and added "volume"
SL.4.5 Add audio recordings and visual displays to presentations when	Rewrite: Add audio or video recordings and visual displays to presentations	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
appropriate to enhance the development of main ideas or themes.	when appropriate to enhance the development of main ideas or themes. **SL.4.5** Add audio or video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. ~~Keep~~	
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)	Rewrite: Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.) **SL.4.6** Differentiate between contexts that call for formal English ~~(e.g., presenting ideas)~~ and situations where informal discourse is appropriate ~~(e.g., small-group discussion)~~; use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)	

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SPEAKING AND LISTENING STANDARDS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	Rewrite: Engage in various collaborative discussions clearly expressing their own ideas and building on the ideas of others. a. Come prepared to discussions ready to explore relevant ideas. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Ask and answer specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and make conclusions based on the information presented and knowledge gained from discussions. **SL.5.1** Engage ~~effectively~~ in ~~a range of~~various collaborative discussions ~~(one-on-one, in groups, and teacher-led) with~~	4. Removing examples for clarity and consistency with other standards. Adjusted wording to provide for clarity

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	~~diverse partners on grade 5 topics and texts,~~clearly expressing their own ideas and building on ~~others'~~ the ideas ~~and expressing their own clearly.~~of others. a. Come prepared to discussions ~~prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.~~ready to explore relevant ideas. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. ~~Pose~~ Ask and ~~respond~~ answer ~~to~~ specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and ~~draw~~ make conclusions ~~in light of~~ based on the information presented and knowledge gained from ~~the~~ discussions.	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Keep	
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Keep	
Presentation of Knowledge and Ideas		
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Rewrite: Give an oral report or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and volume. **SL.5.4** Give an oral ~~R~~report ~~on a topic or text~~ or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and volume.	Revised for clarity and added “volume”
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual	Rewrite: Include multimedia components and visual displays in	Removed examples

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
displays in presentations when appropriate to enhance the development of main ideas or themes.	presentations when appropriate to enhance the development of main ideas or themes. **SL.5.5** Include multimedia components ~~(e.g., graphics, sound)~~ and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Rewrite: Adapt speech to a wide range of contexts and tasks utilizing grade level appropriate vocabulary and tone. (See grade 5 Language standards 1 and 3 for specific expectations.) **SL.5.6** Adapt speech to a wide range of ~~variety of~~ contexts and tasks, ~~using~~ utilizing grade level ~~formal English when~~ appropriate ~~to task and situation~~vocabulary and tone. (See grade 5 Language standards 1 and 3 for specific expectations.) ~~Keep~~	We recommend for grades 5-12 "To a wide range of contexts and tasks utilizing grade level appropriate vocabulary and tone." Keep reference to Language standards.

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COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (3-5)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Knowledge of Language		
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
listening.		
Vocabulary Acquisition and Use		
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		

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LANGUAGE STANDARDS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.*	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between	Removed examples

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ~~b.~~ a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns ~~(e.g., childhood).~~ d. Form and use regular and irregular verbs. e. Form and use the simple ~~(e.g., I walked; I walk; I will walk)~~ verb tenses. f. Ensure subject-verb and	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. Form and use possessives. d. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words f. Use spelling patterns and	Removed examples. Separated Form and use possessives into its own bullet point

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
e. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. f. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	generalizations in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words ~~(e.g., sitting, smiled, cries, happiness).~~ f. Use spelling patterns and generalizations ~~(e.g., word families, position-based spellings, syllable patterns,~~	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~ending rules, meaningful word parts)~~ in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	
Knowledge of Language		
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	Keep	
Vocabulary Acquisition and Use		
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word	Revised for ease of reading. Definition of "affix" in supporting documents grade-level content instead of grade 3 reading and content?

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. ~~a.~~d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade ~~3~~ level ~~reading and~~ content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (~~e.g., agreeable/disagreeable,~~	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~comfortable/uncomfortable, care/careless, heat/preheat).~~ c. Use a known root word as a clue to the meaning of an unknown word with the same root ~~(e.g., company, companion).~~ d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew,	Rewrite: Demonstrate understanding of word relationships and subtle differences in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. **L.3.5** Demonstrate understanding of word relationships and ~~nuances~~ subtle	Revised for ease of reading

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
believed, suspected, heard, wondered).	differences in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context ~~(e.g., take steps)~~. b. Identify real-life connections between words and their use. ~~(e.g., describe people who are friendly or helpful).~~ c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty ~~(e.g., knew, believed, suspected, heard, wondered)~~.	
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Rewrite: Acquire and use accurately grade-appropriate conversational, general academic, and content-specific words and phrases. **L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and ~~domain~~content-specific words and phrases~~, including those that signal spatial and temporal relationships~~	Revised for clarity and to reduce complex verbiage. Grades 3-5 took out examples. Adding these back in could help with consistency. (Or it would be important for the other grades to consider taking them out. This connects with the question of what examples are essential to keep.)

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~(e.g., After dinner that night we went looking for them)~~.	

LANGUAGE STANDARDS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns and relative adverbs. b. Form and use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions. d. Order adjectives within sentences according to conventional patterns. e. Form and use prepositional	Removed examples. May consider creating a supporting document that further explains conventions.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* ~~a.~~g. Correctly use frequently confused words.* **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns ~~(who, whose, whom, which, that)~~ and relative adverbs ~~(where, when, why)~~. b. Form and use the progressive ~~(e.g., I was walking; I am walking; I will be walking)~~ verb tenses. c. Use modal auxiliaries ~~(e.g., can, may, must)~~ to convey various conditions. d. Order adjectives within sentences according to conventional patterns ~~(e.g., a small red bag rather than a red~~	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~small bag)~~. e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words ~~(e.g., to, too, two; there, their)~~.*	
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	Keep	
Knowledge of Language		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Rewrite: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate. **L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English ~~(e.g., presenting ideas)~~ and situations where informal discourse is appropriate ~~(e.g., small-group discussion)~~.	Revised for clarity, removed examples.
Vocabulary Acquisition and Use		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. ~~a.~~c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade ~~4 reading and~~ level content, choosing flexibly from a range of strategies. a. Use context ~~(e.g., definitions, examples, or restatements in text)~~ as a clue to the meaning of a word or phrase.	Shortened for ease of reading.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word ~~(e.g., telegraph, photograph, autograph)~~. c. Consult reference materials ~~(e.g., dictionaries, glossaries, thesauruses)~~, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms)	Rewrite: Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and antonyms.	Shortened for ease of reading. Will need examples in supporting documents for each bullet point.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and to words with similar but not identical meanings (synonyms).	**L.4.5** Demonstrate understanding of figurative language, word relationships, and ~~nuances~~ subtle differences in word meanings. a. Explain the meaning of simple similes and metaphors ~~(e.g., as pretty as a picture)~~ in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their synonyms and ~~opposites (~~antonyms~~) and to words with similar but not identical meanings (synonyms)~~.	
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases. **L.4.6** Acquire and use accurately grade-appropriate general academic and ~~domain~~content-specific words and phrases~~, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined,~~	Shortened for ease of reading and to reduce complex verbiage Grades 3-5 took out examples. Adding these back in could help with consistency. (Or it would be important for the other grades to consider taking them out. This connects with the question of what examples are essential to keep.)

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).~~	

LANGUAGE STANDARDS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and in particular sentences. b. Form and use the perfect verb tenses. c. Use verb tense to convey various times, sequences,	Shortened for ease of reading. Took out examples. Will need examples of conventions in supporting document, especially on language standards for all grade-levels.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor).	states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions. **L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general ~~and their function~~ in particular sentences. b. Form and use the perfect ~~(e.g., I had walked; I have walked; I will have walked)~~ verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions ~~(e.g., either/or, neither/nor)~~.	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed. **L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate	Removed examples

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no ~~(e.g., Yes, thank you)~~, to set off a tag question from the rest of the sentence ~~(e.g., It's true, isn't it?)~~, and to indicate direct address ~~(e.g., Is that you, Steve?)~~. d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	
Knowledge of Language		
L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for	Rewrite: Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning,	Removed examples

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	reader/listener interest, and style. a. Compare and contrast the varieties of English used in stories, dramas, or poems. **L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English ~~(e.g., dialects, registers)~~ used in stories, dramas, or poems.	
Vocabulary Acquisition and Use		
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase.	Shortened for ease of reading. Definition of "affix" in supporting documents

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level ~~5 reading and~~ content, choosing flexibly from a range of strategies. a. Use context ~~(e.g., cause/effect relationships and comparisons in text)~~ as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word ~~(e.g., photograph, photosynthesis)~~. c. Consult reference materials ~~(e.g., dictionaries, glossaries,~~	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~thesauruses)~~, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Rewrite: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between synonyms, antonyms, and/or homographs to better understand each of the words **L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the	This is exactly like the Mass standard and there were no examples except in the end and that one seemed like it would be effective there.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	meaning of common idioms, adages, and proverbs. c. Use the relationship between ~~particular words~~synonyms, antonyms, and/or homographs ~~(e.g., synonyms, antonyms, homographs)~~ to better understand each of the words.	
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases. **L.5.6** Acquire and use accurately grade-appropriate general academic and ~~domain~~content-specific words and phrases~~, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).~~.	Shortened for ease of reading. The standard was the same as Mass., so I kept going with the same standards. Grades 3-5 took out examples. Adding these back in could help with consistency. (Or it would be important for the other grades to consider taking them out. This connects with the question of what examples are essential to keep.)

HANDWRITING STANDARDS (3-5)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards*

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and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

HANDWRITING STANDARDS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Writing Components: Acquire Handwriting Skills for Cursive Handwriting		
HW.3.1 Write legibly in cursive.	KEEP	

HANDWRITING STANDARDS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Writing Components: Acquire Handwriting Skills for Cursive Handwriting		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
HW.4.1 Write fluently and legibly in cursive.	Rewrite: Write legibly and fluently by hand, using either printing or cursive handwriting. **HW.4.1** Write legibly and fluently by hand, using either printing or~~and legibly in~~ cursive handwriting.	Revised to match MA standard

HANDWRITING STANDARDS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Writing Components: Acquire Handwriting Skills for Cursive Handwriting		
HW.5.1 Write fluently and legibly in print or cursive.	Rewrite: Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive. **HW.5.1** Write legibly and fluently ~~and legibly~~by hand, using either ~~in~~ printing or	Revised to match MA standard

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	cursive handwriting; write their given name signature in cursive.	

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (6-8)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Keep	Falls within the recommendations

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Keep	Falls within the recommendations
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Keep	Falls within the recommendations
Craft and Structure		
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Keep	Falls within the recommendations
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Keep	Falls within the recommendations
CCRA.R.6 Assess how point of view or purpose shapes the content and style of	Keep	Falls within the recommendations

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
a text.		
Integration of Knowledge and Ideas		
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Rewrite: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively (e.g., graphs, charts, and tables), as well as in words. (Changes come from Massachusetts standards) **CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively (e.g., graphs, charts, and tables), as well as in words.	For added clarity for the word quantitatively (Changes come from Massachusetts standards)
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Rewrite: Deconstruct and evaluate the argument and specific claims in a text, including the reasoning as well as the relevance and sufficiency of the evidence. (Changes come from Massachusetts standards) ~~Delineate~~ Deconstruct and evaluate the argument and specific claims in a text,	To reduce complex verbiage To rewrite and prioritize the most important concepts (Changes come from Massachusetts standards)

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	including the validity of the reasoning as well as the relevance and sufficiency of the evidence including the reasoning as well as the relevance and sufficiency of the evidence.	
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Keep	Falls within the recommendations
Range of Reading and Level of Text Complexity		
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	Keep	Falls within the recommendations

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS (6-8)

READING STANDARDS FOR LITERATURE – GRADES 6-8 STUDENTS

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

READING STANDARDS FOR LITERATURE – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text~~.~~ quoting or paraphrasing as appropriate.	Falls within the recommendations

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Keep	Falls within the recommendations
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Keep	Falls within the recommendations
Craft and Structure		
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (Changes come from Massachusetts standards) **RL.6.4** Determine the meaning of words and phrases as they are used in a text,	(Changes come from Massachusetts standards) To clarify the complex verbiage

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).	
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Keep	Falls within the recommendations
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Keep	Falls within the recommendations
Integration of Knowledge and Ideas		
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Rewrite: Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text. **RL.6.7** Compare and contrast ~~the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text,~~	To clarify the complex verbiage (Changes come from Massachusetts standards)

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.~~ compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text. (Changes come from Massachusetts standards)	
RL.6.8 (Not applicable to literature)		
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Keep	Falls within the recommendations
Range of Reading and Level of Text Complexity		
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Keep~~	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Falls within the recommendations~~

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR LITERATURE – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (Changes come from Massachusetts standards) **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	(Changes come from Massachusetts standards) Falls within the recommendations
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Keep	Falls within the recommendations
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how	Keep	Falls within the recommendations

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
setting shapes the characters or plot).		
Craft and Structure		
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. ~~Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.~~ (Changes come from Massachusetts standards) **RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact ~~of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or~~	To reduce complex verbiage To rewrite and prioritize the most important concepts (Changes come from Massachusetts standards)

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~drama.~~of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.	
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Rewrite: Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama). (Changes come from Massachusetts standards) **RL.7.5** Analyze how ~~a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning~~ aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).	To rewrite and prioritize the most important concepts (Changes come from Massachusetts standards)
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Keep	Falls within the recommendations
Integration of Knowledge and Ideas		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Rewrite: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version. (Changes come from Massachusetts standards) **RL.7.7** Compare and contrast a written story, ~~drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).~~drama, or poem to its audio, filmed, staged, or multimedia version.	To rewrite and prioritize the most important concepts. (Changes come from Massachusetts standards)
RL.7.8 (Not applicable to literature)		
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Keep	Falls within the recommendations

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Range of Reading and Level of Text Complexity		
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Keep~~	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Falls within the recommendations~~

READING STANDARDS FOR LITERATURE – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	Revise (Changes come from Massachusetts standards) Falls within the recommendations

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	(Changes come from Massachusetts standards) **RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Keep	Falls within the recommendations
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Keep	Falls within the recommendations
Craft and Structure		
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,	Keep	Falls within the recommendations-could be clarified through (below). *We recommend adding an example(s). We cannot think of one in this moment.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
including analogies or allusions to other texts.		
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Keep	Falls within the recommendations
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Keep	Falls within the recommendations
Integration of Knowledge and Ideas		
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Rewrite: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or performer(s). **RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from	Falls within the recommendations *Could be better as a 7th-grade standard. Recommendation to flip 7th and 8th.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	the text or script, evaluating the choices made by the director or performer(s).	
RL.8.8 (Not applicable to literature)		
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible), including describing how the material is rendered new.	Keep	Falls within the recommendations
Range of Reading and Level of Text Complexity		
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	REMOVE ~~Keep~~	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Falls within the recommendations~~

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	Falls within recommendation.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Keep	Falls within recommendation.
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Keep	Falls within recommendation
Craft and Structure		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (Language comes from Massachusetts) **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone.~~and technical meanings.~~	To rewrite and prioritize the most important concepts.
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Keep	Falls within the recommendations.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Rewrite: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view of the authors.	Falls within the recommendations.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RI.6.6 ~~Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.~~ ~~Keep~~	
Integration of Knowledge and Ideas		
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Rewrite: Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue. (Comes from Massachusetts standard) **RI.6.7** Integrate information presented in different media or formats ~~(e.g., visually, quantitatively)~~ (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.	To rewrite and prioritize the most important concepts. (Comes from Massachusetts standard)
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Keep	Falls within the recommendations.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.6.9 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).	Keep	Falls within the recommendation.
Range of Reading and Level of Text Complexity		
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Rewrite: Read and comprehend informational texts at a sixth-grade reading level independently and proficiently.~~ **RI.6.10** By the end of the year, read and comprehend ~~literary nonfiction~~ informational text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~To rewrite and prioritize the most important concepts.~~

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. **RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.~~.~~	See RI.6.1
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Keep	Falls within the recommendation
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Craft and Structure		
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Keep	Falls within the recommendation *Massachusetts has an example
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Keep	Falls within the recommendation
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Rewrite: Determine an author's point of view or purpose in a text and explain how the author distinguishes his or her position from that of others. **RI.7.6** Determine an author's point of view or purpose in a text and ~~analyze~~ explain how the author distinguishes his or her position from that of others. ~~Keep~~	Falls within the recommendation
Integration of Knowledge and Ideas		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Keep	Falls within the recommendation
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Keep	Falls within the recommendation
RI.7.9 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.	Keep	Falls within the recommendation
Range of Reading and Level of Text Complexity		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Rewrite: Read and comprehend informational texts at a seventh-grade reading level independently and proficiently.~~ **RI.7.10** By the end of the year, read and comprehend ~~literary nonfiction~~ informational text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~To rewrite and prioritize the most important concepts.~~

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. **RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, ~~.~~ quoting or paraphrasing as appropriate.	See RI.6.1
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Keep	Falls within the recommendation
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies,	Keep	Falls within the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
or categories).		
Craft and Structure		
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Keep	Falls within the recommendation
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Rewrite: Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept. (Comes from Massachusetts) **RI.8.5** Analyze in detail the ~~structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept~~structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.	To rewrite and prioritize the most important concepts.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Keep	Falls within the recommendation
Integration of Knowledge and Ideas		
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Keep	Falls within the recommendation
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Rewrite: Delineate and evaluate the argument and specific claims in a text, determining whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, ~~assessing~~ determining whether the reasoning is sound and the evidence is	To rewrite and prioritize the most important concepts. Assessing could be interpreted as testing

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	relevant and sufficient; recognize when irrelevant evidence is introduced.	
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Keep	Falls within the recommendation
Range of Reading and Level of Text Complexity		
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	REMOVE ~~Rewrite: Read and comprehend informational texts at a eighth-grade reading level independently and proficiently.~~ **RI.8.10** By the end of the year, read and comprehend ~~literary nonfiction~~ informational text at the high end of the grades 6-8 text complexity band independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Makes sense~~

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COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (6-8)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Rewrite: Write arguments to support claims, using valid reasoning and relevant and sufficient evidence. **CCRA.W.1** Write arguments to support claims~~in an analysis of substantive topics or texts~~, using valid reasoning and relevant and sufficient evidence.	Objectivity of substantive This is more than one type of argument it broadens the range of argument that students can write
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Keep	Falls within the recommendation
CCRA.W.3 Write narratives to develop real or imagined experiences or events	Keep	Falls in the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
using effective technique, well-chosen details, and well-structured event sequences.		
Production and Distribution of Writing		
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Keep	Falls within the recommendation
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Keep	Falls within the recommendation
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Keep	*Students don't have reliable internet access *Schools need more technology *Broaden the term of what technology means
Research to Build and Present Knowledge		
CCRA.W.7 Conduct short as well as more sustained research projects based on	Revise	Ask Whitney Wagoner

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
focused questions, demonstrating understanding of the subject under investigation.	Conduct **short** as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Keep	Falls within the recommendation
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Keep	Falls within the recommendation
Range of Writing		
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

WRITING STANDARDS (6-8)

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

WRITING STANDARDS - GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.6.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding	Rewrite: Write arguments to support claims with clear reasons and relevant evidence. a. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). b. Support claim(s) with clear reasons and relevant evidence, using credible sources and	To rewrite and prioritize the most important concepts. The shift from opinion to argument needs to be supported in an appendix and through professional development. Currently, this change is articulated in Appendix A.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented.	demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the argument presented. g. Establish and maintain a ~~formal~~ style appropriate to audience and purpose (e.g., formal for academic writing)~~.~~ **W.6.1** Write arguments to support claims with clear reasons and relevant evidence. a. ~~Introduce claim(s) and organize the reasons and evidence clearly.~~ Support claim(s) with clear reasons and relevant evidence, using credible sources and	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	demonstrating an understanding of the topic or text. b. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. c. Use precise language and domain-specific vocabulary to support the argument. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	
W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia	Rewrite: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia	To rewrite and prioritize the most important concepts.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). ~~a.~~f. Provide a concluding statement or section that follows from the information or explanation presented. ~~b.~~g. Establish and maintain a style~~formal~~ appropriate to audience and purpose (e.g., formal for academic writing)~~.~~ **W.6.2** Write informative/explanatory	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a ~~formal~~ style appropriate to audience	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from the information or explanation presented.	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or	Keep	Falls within the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.		
Production and Distribution of Writing		
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	Keep	Falls within the recommendation Consider combining the standards 6-8 and bulleting new learning at each grade level. Much discussion was had regarding the combining of standards. However, the final recommendation is to keep .4 .5. 6. as separate standards. The new learning should be bulleted as indicated above. After further discussion considering the purpose of .4 and .5 concern was discussed about writing over time as well as on demand. However, this is addressed in Range of Writing.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		Committee may consider referencing connecting standards. Could Range of Writing be embedded in the production standards?
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6.)	Keep	Falls within the recommendation
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Rewrite: Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **W.6.6** Use technology~~, including the Internet,~~ to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a	*We are unsure of the why behind the last part of this standard: demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. *Bring this up in our vertical alignment meeting *Bring up access to technology in alignment meeting

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	minimum of three pages in a single sitting. ~~Keep (for now)~~	Consider removing the phrase, *including the internet*, to recognize inequity of access. This phrase is limiting.
Research to Build and Present Knowledge		
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Keep	Falls within the recommendation
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Keep	Falls within the recommendation
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres	Rewrite: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts	To rewrite and prioritize the most important concepts Apply Grade 6 Reading Standard RL.9.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
[e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	and topics"). b. Apply grade 6 Reading standards to ~~literary nonfiction~~ informational text (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	
Range of Writing		
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

WRITING STANDARDS – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal	Rewrite: Write arguments to support claims with clear reasons and relevant evidence. a. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal	To rewrite and prioritize the most important concepts

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
style. f. Provide a concluding statement or section that follows from and supports the argument presented.	style. f. Provide a concluding statement or section that follows from and supports the argument presented. a) Establish and maintain a ~~formal~~ style appropriate to audience and purpose (e.g., formal for academic writing)~~.~~ **W.7.1** Write arguments to support claims with clear reasons and relevant evidence. ~~a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.~~ b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	among claim(s), reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.	
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding	Rewrite: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia	To rewrite and prioritize the most important concepts

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	when useful to aiding comprehension. a. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. b. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. c. Use precise language and domain-specific vocabulary to inform about or explain the topic. d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). ~~a.~~e. Provide a concluding statement or section that follows from and supports the information or explanation presented. ~~b.~~f. Establish and maintain a style ~~formal~~appropriate to	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	audience and purpose (e.g., formal for academic writing).	
	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a ~~formal~~ style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Production and Distribution of Writing		
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
(Grade-specific expectations for writing types are defined in standards 1-3.)		
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)	Keep	Falls within the recommendation
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Rewrite: Use technology to produce and publish writing, and link to and cite sources, as well as to interact and collaborate with others. **W.7.6** Use technology~~, including the Internet,~~ to produce and publish writing, and link to and cite sources, as well as to interact and collaborate with others~~, including linking to and citing sources.~~	To rewrite and prioritize the most important concepts *Access to technology needs to be addressed in vertical alignment Consider removing the phrase, *including the internet*, to recognize inequity of access. This phrase is limiting.
Research to Build and Present Knowledge		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Keep	Falls within the recommendation
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Rewrite: Gather relevant information from multiple print and digital sources, using search terms effectively; determine the credibility and accuracy of each source; and accurately quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; ~~assess~~ determine the credibility and accuracy of each source; and accurately quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	To rewrite and prioritize the most important concepts Apply Grade 7 Reading Standard RI.7.
W.7.9 Draw evidence from literary or informational texts to support	Rewrite: Draw evidence from literary or informational texts to support	To rewrite and prioritize the most important concepts

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to informational text (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). **W.7.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time,	Apply Grade 7 Reading Standard RI.7.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). b. Apply grade 7 Reading standards to ~~literary nonfiction~~ informational text (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).	
Range of Writing		
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Keep	Falls within the recommendation

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WRITING STANDARDS – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Use precise language and	Rewrite: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Use precise language and	To rewrite and prioritize the most important concepts

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
domain-specific vocabulary to support the argument. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.	domain-specific vocabulary to support the argument. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the argument. **W.8.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a ~~formal~~ style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the argument presented.	
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g.,	Rewrite: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting	To rewrite and prioritize the most important concepts

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	(e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented. **W.8.2** Write informative/explanatory	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a ~~formal~~	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses	Keep	Falls within the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Production and Distribution of Writing		
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	Keep	Falls within the recommendation
W.8.5 With some guidance and support from peers and adults, develop and	Keep	Falls within the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)		
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Rewrite: Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **W.8.6** Use technology~~, including the Internet,~~ to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. Kee~~p~~	Falls within the recommendation • Bring up the access issue in our vertical meeting for technology Consider removing the phrase, *including the internet*, to recognize inequity of access. This phrase is limiting.
Research to Build and Present Knowledge		
W.8.7 Conduct short research projects to answer a question (including a self-	Keep	Falls within the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Rewrite: Gather relevant information from multiple print and digital sources, using search terms effectively; determine the credibility and accuracy of each source; and accurately quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; ~~assess~~ determine the credibility and accuracy of each source; and accurately quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	To rewrite and prioritize the most important concepts *Assess may be seen as testing Apply Grade 8 Reading Standard RI.8.
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading	Rewrite: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading	To rewrite and prioritize the most important concepts

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works [e.g., the Bible], including describing how the material is rendered new"). b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works [e.g., the Bible], including describing how the material is rendered new"). b. Apply grade 8 Reading standards to informational text (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced"). **W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes,	Apply Grade 8 Reading Standard RI.8.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	patterns of events, or character types from myths, traditional stories, or religious works [e.g., the Bible], including describing how the material is rendered new”). b. Apply grade 8 Reading standards to informational text ~~literary nonfiction~~ (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).	
Range of Writing		
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

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COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (6-8)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Keep	Falls within the recommendation
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Rewrite: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively (e.g., charts, graphs, and tables), and orally **CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually,	To rewrite and prioritize the most important concepts

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	quantitatively (e.g., charts, graphs, and tables), and orally.	
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Keep	Falls within the recommendation
Presentation of Knowledge and Ideas		
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Keep	Falls within the recommendation
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Keep	Falls within the recommendation
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Keep	Falls within the recommendation

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SPEAKING AND LISTENING STANDARDS (6-8)

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

SPEAKING AND LISTENING STANDARDS – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals	**Possible Rewrite:** **SL.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with ~~diverse~~ partners on ~~grade 6~~ topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for ~~collegial~~	*Scaffolding needed as an area for professional development Remove diverse partners. We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Keep	We recommend the 6-8 group change this word "collegial" to minimize risk of misinterpretation. We understand the reason for removing the word. We don't know about another word that would get at the spirit of the word Collegial. Perhaps removing it would be okay. Falls within the recommendation
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Rewrite: Interpret information presented in diverse media and formats (e.g., visually, quantitatively (e.g., charts, graphs, and tables), orally) and explain how it contributes to a topic, text, or issue under study. **SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively (e.g., charts, graphs, and tables), orally) and explain how it contributes to a topic, text, or issue under study.	To rewrite and clarify the most important concepts

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Keep	Falls within the recommendation
Presentation of Knowledge and Ideas		
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Keep	Falls within the recommendation
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Keep	Falls within the recommendation
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Keep	Falls within the recommendation

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SPEAKING AND LISTENING STANDARDS – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and	**Possible Rewrite:** **SL.7.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with ~~diverse~~ partners on ~~grade 7~~ topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for ~~collegial~~ discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that ~~elicit encourage~~ invite elaboration	Remove diverse partners. We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness. We recommend the 6-8 group change this word "collegial" to minimize risk of misinterpretation. We understand the reason for removing the word. We don't know about another word that would get at the spirit of the word Collegial. Perhaps removing it would be okay. Change elicit to encourage We'd like to propose the word "invite". Falls within the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. Keep	
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Rewrite: Analyze the main ideas and supporting details presented in diverse media (e.g., visually, quantitatively (charts, graphs, and tables), orally) and explain how the ideas clarify a topic, text, or issue under study. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively (charts, graphs, and tables), orally) and explain how the ideas clarify a topic, text, or issue under study.	*Needs to happen effectively within the grade before (6th) *To clarify language and add examples Parentheses inside of parentheses is a bit confusing. This could be addressed by putting this example in a supplemental document (we felt it was important to explain what "quantitatively" meant. This could be addressed by putting this example in a supplemental document (we felt it was important to explain what "quantitatively" meant.
SL.7.3 Delineate a speaker's argument	Keep	Falls within the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.		
Presentation of Knowledge and Ideas		
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Rewrite: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation. **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation.	To rewrite and clarify the most important concepts
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Keep	Falls within the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Keep (for now)	*Need a clear reference to the Language section (cross-reference needed)

SPEAKING AND LISTENING STANDARDS – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by	**Possible Rewrite:** **SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with ~~diverse~~ partners on ~~grade 8~~ topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly	Remove diverse partners. We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. Keep	We recommend the 6-8 group change this word "collegial" to minimize risk of misinterpretation. We understand the reason for removing the word. We don't know about another word that would get at the spirit of the word Collegial. Perhaps removing it would be okay. Falls within the recommendation
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually,	Rewrite: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively	To rewrite and clarify the most important concepts

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	(e.g., charts, graphs, and tables) and orally) and evaluate the intent (e.g., social, commercial, political) behind its presentation. **SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively (e.g., charts, graphs, and tables)~~,~~ and orally) and evaluate the ~~motives~~ intent (e.g., social, commercial, political) behind its presentation.	Parentheses inside of parentheses is a bit confusing. This could be addressed by putting this example in a supplemental document (we felt it was important to explain what "quantitatively" meant. This could be addressed by putting this example in a supplemental document (we felt it was important to explain what "quantitatively" meant.
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Rewrite: Analyze a speaker's argument and specific claims; evaluate the soundness of the reasoning and relevance and sufficiency of the evidence and identify irrelevant evidence. **SL.8.3** ~~Delineate~~ Analyze a speaker's argument and specific claims;~~,~~ evaluate~~ing~~ the soundness of the reasoning and relevance and sufficiency of the evidence and identifying ~~when~~ irrelevant evidence ~~is introduced~~. ~~Keep~~	Change "Delineate" to analyze or evaluate. Revisit for wordsmithing. ~~Falls within the recommendation~~

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Presentation of Knowledge and Ideas		
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Rewrite: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation. **SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation.	To rewrite and clarify the most important concepts
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Keep	Falls within the recommendation
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8	Keep	*Need a clear reference to the Language section (cross-reference needed)

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Language standards 1 and 3 for specific expectations.)		

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (6-8)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Keep	*The Language standards need professional development for educators so the standards are integrated within reading and writing
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Knowledge of Language		
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Keep	*The experts at grade-level are unclear of what students should know and be able to do as a result of this standard.
Vocabulary Acquisition and Use		
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Keep	Falls within the recommendation
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Keep	Falls within the recommendation
CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing,	Rewrite: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening	To rewrite and clarify the most important concepts

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. **CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. ~~when encountering an unknown term important to comprehension or expression.~~	

LANGUAGE STANDARDS (6-8)

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 63 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

LANGUAGE STANDARDS – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional	Keep	Falls within the recommendation

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
language.*		
L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* **b.** Spell correctly.	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly, consulting references as needed. **L.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly, consulting references as needed. ~~Keep~~	Falls within the recommendation
Knowledge of Language		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	Keep	Falls within the recommendation
Vocabulary Acquisition and Use		
L.6.4 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level ~~6 reading and~~ content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ~~Keep~~	
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Keep	Falls within the recommendation Grades 3-5 eliminated the examples, so it could be beneficial for that group to consider adding them back in for consistency. The example could be helpful for teachers.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).		
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L.6.6.** Acquire and use accurately grade-appropriate general academic and ~~domain~~ content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ~~Keep~~	Falls within the recommendation

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LANGUAGE STANDARDS – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	Keep	Falls within the recommendation
L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It	*Needs a correct example and nonexample

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly.	was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly, consulting references as needed. **L.7.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). b. Spell correctly, consulting references as needed.~~.~~	
Knowledge of Language		
L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Vocabulary Acquisition and Use		
L.7.4 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. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L.7.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level ~~7 reading and~~ content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ~~Keep~~	
L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined,	Keep	Falls within the recommendation Suggestion to remove "biblical" because it could be political. It could be suggested that biblical could fall under literary.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
respectful, polite, diplomatic, condescending).		
L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L.7.6** Acquire and use accurately grade-appropriate general academic and ~~domain~~ content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ~~Keep~~	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

LANGUAGE STANDARDS – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.*	Keep	Falls within the recommendation
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	a. Use punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission. ~~a.~~b. Spell correctly, consulting references as needed. **L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause, ~~or~~ break, or omission. ~~b. Use an ellipsis to indicate an omission.~~ b. Spell correctly , consulting references as needed. ~~Keep~~	
Knowledge of Language		
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the b. action; expressing uncertainty or describing a state contrary to fact).		
Vocabulary Acquisition and Use		
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries,	**L.8.4** Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. ~~a.~~d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L.8.4** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level ~~8 reading and~~ content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ~~Keep~~	
L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of	Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).		
L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L.8.6** Acquire and use accurately grade-appropriate general academic and ~~domain~~content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Keep	Falls within the recommendation

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

HANDWRITING STANDARDS – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
HW.6.1 Write fluently and legibly in print or cursive.	N/A	N/A

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (9-12)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
or speaking to support conclusions drawn from the text.		
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
Craft and Structure		
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		
Integration of Knowledge and Ideas		
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Range of Reading and Level of Text Complexity		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

READING STANDARDS (9-12)

READING STANDARDS FOR LITERATURE – GRADE 9-10 STUDENTS:

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		Text= literature as well as informational text Revise to combine literature and informational texts to reduce redundancy and number of standards
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: **RL & RI.9-12.1** Cite strong textual evidence to support analysis of what the text says. Consider what inferences can be drawn from the text, and what the text leaves out. Rewrite: **RL & RI.9-12.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, **and what the text leaves out.** Quoting or paraphrasing as appropriate.	Combine RL and RI in supplemental guidance in combining 9/10 and 11/12 in a separate document Reducing language for simplicity Consider looking again at RI 8.1 and 9-12.1 and RI8.2 and 9-12.2. Is the 9-12 grade standard as rigorous or more rigorous as the 8th grade standard? Look at the writing standards to make sure

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.9-~~10~~12.1 Cite strong ~~and thorough~~ textual evidence to support analysis of what the text says. Consider what ~~explicitly as well as~~ inferences can be drawn from the text, and what the text leaves out.	there is appropriate alignment with these as well.
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Rewrite: **RL & RI.9-12.2** Determine one or more themes or central ideas of a text. Consider including how specific details emerge and how those details refine and shape the themes and ideas. **RL.9-~~10.~~12.2** Determine ~~a~~ one or more themes or central ideas of a text ~~and analyze in detail its development over the course of the text, including how~~ . Consider including how specific details emerge and how those details refine and shape the themes and ideas.~~it emerges and is shaped and refined by specific details; provide an objective summary of the text.~~	Reducing language for simplicity Providing an objective summary should be its own standard. Consider looking again at RI 8.1 and 9-12.1 and RI8.2 and 9-12.2. Is the 9-12 grade standard as rigorous or more rigorous as the 8th grade standard? Look at the writing standards to make sure there is appropriate alignment with these as well.
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with	Rewrite: **RL & RI.9-12.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Consider how ideas or events	Reducing language for simplicity

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
other characters, and advance the plot or develop the theme.	are presented and how ideas or characters are developed and interact. **RL.9-~~10~~12.3** Analyze how and why individuals, events, or ideas ~~complex characters (e.g., those with multiple or conflicting motivations)~~ develop and interact over the course of a text. Consider how ideas or events are presented and how ideas or characters are developed and interact.~~, interact with other characters, and advance the plot or develop the theme.~~	Adding "concepts" for "ideas" adds a broader language that could be helpful for a CTE context.
Craft and Structure		
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Rewrite: **RL & RI.9-12.**4 Determine the meaning of words and phrases as they are used in the text, including technical, figurative, and connotative meanings; analyze the impact of specific word choices on the effectiveness of the message meaning the tone of the text. **RL.9-12~~0~~.4** Determine the meaning of words and phrases as they are used in the text, including technical, figurative,	Clarify language and combine literature and informational standards. Wondering if the 9-12 standard needs some additional complexity, based on its similarity to the 8th grade standard. We thought about adding back in some of the ideas from the original standard in order to make it more complex than its 8th grade counterpart.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	and connotative meanings; analyze the ~~cumulative~~ impact of specific word choices on the effectiveness of the message meaning the~~and~~ tone of the text.~~(e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).~~	
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Rewrite: Analyze how an author's choices concerning how to structure a text, including how specific sentences, paragraphs, and larger portions of the text, (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. Consider order of events, manipulation of time, and effects such as mystery, tension, or surprise contribute to the overall structure and meaning, as well as its aesthetic impact. **RL.9-1~~2~~0.5** Analyze how an author's choices concerning how to structure a text, including how specific sentences, paragraphs, and larger portions of the text, (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. Consider order events ~~within it (e.g., parallel plots), and~~ ,~~manipulate~~	Clarify language and combine literature and ~~informatioal~~informational standards

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	manipulation of time, ~~(e.g., pacing, flashbacks) create such~~ and effects as mystery, tension, or surprise contribute to the overall structure and.	
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Rewrite: RL & RI.9-12.6 Analyze a particular point of view or cultural experience reflected in a text. Consider how rhetoric is particularly effective, how style and content contribute to the power, persuasiveness, or beauty of the text. **RL.9-12~~0~~.6** Analyze a particular point of view or cultural experience reflected in a text. Consider how rhetoric is particularly effective, how style and content contribute to the power, persuasiveness, or beauty of the text.~~work of literature from outside the United States, drawing on a wide reading of world literature~~.	Clarify language and combine literature and informational standards. Removing charged words.
Integration of Knowledge and Ideas		
RL.9-10.7 Analyze the representation of a subject or a key scene in two different	Rewrite: RL & RI.9-12.7 Evaluate and demonstrate understanding of both	To insure balance between literature and informational text.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	multiple sources of information and multiple interpretations of a text in more than one format in order to support comprehension, address a question, or solve a problem. Consider using multiple sources on the same topic or a form of media in addition to a text. **RL.9-12~~0~~.7**. ~~Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).~~	Clarify language, combine grade levels, and combine literature and informational standards. Even though the RL & RI have been combined in 9-12, this standard for RL doesn't build naturally from the K-8 standards; it has a different emphasis. There could be some reworking here to add an emphasis on the literature as well as possibly looking at the 8th grade standard to get better alignment. We also wanted to note it will be important to make sure there are examples here to ensure educators understand the intent of the standard. The K-2 group mentioned the idea of creating a checklist to show whether a standard meets both Informational & Literature or only one.
RL.9-10.8 (Not applicable to literature)	Rewrite: Delineate and evaluate the argument and specific claims in a text, assess whether the reasoning is valid and the evidence is relevant and sufficient. **RL.9-12~~0~~.8** ~~(Not applicable to literature)~~	Simplify, clarify, eliminate restrictions. Making it teacher-friendly. Eliminating non-essential elements.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).	Rewrite: RL & RI 9-12.9 Analyze how two or more texts address similar themes or topics. Consider comparing two texts from different time periods that have similar themes or two texts from the same time period that have differing views on the same topic. **RL.9-12~~0~~.9** Analyze how ~~an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).~~ two or more texts address similar themes or topics. Consider comparing two texts from different time periods that have similar themes or two texts from the same time period that have differing views on the same topic.	Simplify, combine grade levels, combine literature and information standards. Consider when "analyze" or "apply" is more appropriate. "Analyze" is used in grades 7, 8, and 9-12.
Range of Reading and Level of Text Complexity		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	REMOVE ~~Rewrite: By the end of each grade, independently read and proficiently comprehend a balanced combination of literary and informational texts at the appropriate grade level.~~ ~~Rewrite: RL.9-12.10 Read and comprehend a balanced combination of literary and informational texts at the appropriate grade level independently and proficiently.~~ ~~**RL.9-10.10**~~ By the end of each grade ~~9~~, independently read ~~and~~ and proficiently comprehend a balanced combination of ~~literature~~literary and informational texts at the appropriate grade level ~~, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~ ~~By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity~~	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Independent- by themselves~~ ~~Proficient- may be somewhat subjective~~ ~~Consideration of assessment guidelines –~~ ~~Combines 9-10 and 11-12~~ ~~Combines RL and RI~~ ~~By eliminating specific cannon and allowing a variety of options and flexibility by the educator who knows their students and interests, will help to build student's active interest, endurance and engagement in reading.~~

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~band independently and proficiently.~~	

READING STANDARDS FOR LITERATURE – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Craft and Structure		
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or powerful language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
structure and meaning as well as its aesthetic impact.		
RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Integration of Knowledge and Ideas		
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RL.11-12.8 (Not applicable to literature)	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Range of Reading and Level of Text Complexity		
RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 9-10 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Craft and Structure		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Integration of Knowledge and Ideas		
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Range of Reading and Level of Text Complexity		
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
complexity band independently and proficiently.		

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Craft and Structure		
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Integration of Knowledge and Ideas		
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. and other texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) and other documents of similar significance for their themes, purposes, and rhetorical features.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Range of Reading and Level of Text Complexity		
RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11- CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

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COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (9-12)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Production and Distribution of Writing		
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Research to Build and Present Knowledge		
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
CCRA.W.8 Gather relevant information from multiple print and digital sources,		

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assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
Range of Writing		
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

WRITING STANDARDS (9-12)

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

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WRITING STANDARDS – GRADE 9-10 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons, between reasons and evidence, and	Rewrite: **W.9-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Consider audience, opposing claims, organization, relationships between ideas, transitions, and formal, content-specific language. **W.9-~~10~~12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Consider audience, opposing claims, organization, relationships between ideas, transitions, and formal, -content-specific language. ~~Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among~~	Combine 9-10 and 11-12 Remove substandards a-f and place in supplement document

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
between claim (s) and counterclaims. d. Use precise language and domain-specific vocabulary to manage the complexity of the argument. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.	~~claim(s), counterclaims, reasons, and evidence.~~ ~~Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.~~ ~~Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons, between reasons and evidence, and between claim (s) and counterclaims.~~ ~~Use precise language and domain-specific vocabulary to manage the complexity of the argument.~~ ~~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.~~ ~~Provide a concluding statement or section that follows from and supports the argument presented.~~	
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas,	Rewrite: **W.9-12.2** Write informational texts to examine and convey ideas, concepts, and information clearly and	Combine 9-10 and 11-12

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	accurately through the effective selection, organization, and analysis of content. Consider audience, organization, formatting, concrete details, relationships between ideas, and formal content-specific language. **W.9-~~10~~12.2** Write ~~informative~~informational ~~/explanatory~~ texts to examine and convey ~~complex~~ ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Consider audience, organization, formatting, concrete details, relationships between ideas, and formal content-specific language. a. ~~Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.~~. organization) ~~Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions,~~	Remove substandards a-f and place in supplement document Informational helps to create consistency with the reading standards. Formatting- allows for the shift of the term "transition" but can open to allow multiple ways to communicate "Complex" is subjective and unnecessary. Standards are the floor and great teachers will reach the ceiling.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	~~concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.~~ ~~Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.~~ ~~Use **precise language and domain-specific vocabulary** to manage the complexity of the topic.~~ ~~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.~~ ~~Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating~~	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~implications or the significance of the topic).~~	
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. and orient the reader by Engage setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Rewrite: **W.9-12.3** Write narratives to develop real or imagined experiences or events using, well-chosen details, and well-structured event sequences. Consider establishing one or multiple point(s) of view, the use of narrative techniques, and the use of precise words and phrases. **W.9-~~10~~12.3** Write narratives to develop real or imagined experiences or events using ~~effective technique~~, well-chosen details, and well-structured event sequences. Consider establishing one or multiple point(s) of view, the use of narrative techniques, and the use of precise words and phrases. ~~and orient the reader by Engage setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.~~	Combine 9-10 and 11-12 Remove substandards a-e and place in supplement document 11-12 c says build to a particular tone or outcome such as a sense of mystery There should be some great examples of the myriad of narrative techniques (example FL)

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d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	~~Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.~~ ~~Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.~~ ~~Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.~~ ~~Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.~~	
Production and Distribution of Writing		
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are	Rewrite: **W.9-12.4** Produce clear and coherent writing, at different lengths and in different contexts in which the development, organization, and style are appropriate to task, purpose, and audience.	Combine 9-10 and 11-12 Redundant with text types. Students are able to write to the type, so therefore they are already demonstrating this skill Consideration to the alignment and use of the anchor standards

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defined in standards 1-3.)	**W.9-~~10~~12.4** Produce clear and coherent writing, at different lengths and in different contexts -in which the development, organization, and style are appropriate to task, purpose, and audience. ~~(Grade-specific expectations for writing types are defined in standards 1-3.)~~	
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)	Rewrite: **W.9-12.5** Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. Consider what is most significant for a specific purpose and audience. **W.9-~~10~~12.5** Develop and strengthen writing ~~as needed~~ by planning, revising, editing, rewriting, or trying a new approach. Consider~~, focusing on addressing~~ what is most significant for a specific purpose and audience. ~~(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)~~	9-10/11-12 combined As needed removed- this is always needed! Providing consistent language

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W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Rewrite: **W.9-12.6** Use technological resources to produce, publish, and update individual or shared writing products. **W.9-~~10~~12.6** Use technological resources ~~y, including the Internet,~~ to produce, publish, and update individual or shared writing products.~~, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.~~	9-10/11-12 combined Consider the reading standards that connect to the technology literacy Considering tech restrictions for independent district choices Validity and reliability of text from technology. Informational literacy
Research to Build and Present Knowledge		
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Rewrite: **W.9-12.7** Conduct research projects to answer a question, solve a problem, or synthesize multiple sources of information to demonstrate understanding of the subject. **W.9-~~10~~12.7** Conduct ~~short as well as more sustained~~ research projects to answer a question ~~(including a self-generated question) or~~ ,solve a problem,~~; narrow~~ or ~~broaden the inquiry when appropriate;~~ synthesize	Clarify depth regarding "answer a question" vs. "solve a problem" Reduced complex verbiage to simplify language. Combined 9-10 and 11/12 Purpose of research- what you're going to do

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	multiple sources of information ~~on the subject, demonstrating~~ to demonstrate understanding of the subject. ~~under investigation.~~	
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Rewrite: **W.9-12.8** Gather, assess, and integrate relevant information from reliable sources utilizing a standard format for citation. Integrate evidence to support analysis, reflection, and research while avoiding plagiarism and maintaining the flow of ideas. **W.9-10.8** Gather~~-~~, assess, and integrate relevant information from ~~multiple authoritative print and digital~~reliable sources utilizing a standard format for citation.~~, using advanced searches effectively; assess the usefulness of each source in answering the research question;~~ ~~i~~Integrate ~~information~~ evidence to support analysis, reflection, and research while ~~into the text selectively to maintain the flow of ideas,~~ avoiding plagiarism and maintaining the flow of ideas ~~and following a standard format for citation.~~	Assessing **informational literacy**, assessing quality information. Difficult for kids now to compare quality (scholarly) research text Citation includes reference sources as well as in-text citation Support educators in knowing and using reliable resources for students in a technology-focused environment. Ensure a focus on what are reliable resources (compared to satire or explicitly biased), and types. Comparison of print and digitally available resources. Concern with places with limited resources, so flexibility in print and digital. Combine 9-10 and 11-12 Process of research (relevant and reliable resources) how you're going to do it

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		Discussion regarding ordering of standards 7 and 8. Emphasize that order and a linear organization is defined at local level. Is standard 9 actually embedded in "integrate".
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare]"). b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant	REMOVE	~~"both" can be accomplished in a single text, as well as independently a Literacy and independently an informational text.~~ ~~Process of research (synthesize~~ Integrated into prior standard (8)

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and sufficient; identify false statements and fallacious reasoning").		
Range of Writing		
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Rewrite: **W.9-12.10** Write routinely over short and extended time frames for a range of tasks, purposes, and audiences. **W.9-~~10~~12.10** Write routinely ~~over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)~~ for a range of tasks, purposes, and audiences.~~.~~	Combine 9-10 and 11-12 Routinely= frequently and consistently Emphasize both short and extended writing (persistence and depth) Will need support in developing content limits by grade (what does this look like as a freshman vs. senior) Would be great to reflect and revise, would time be a barrier for many? There are times in which there is no reflection or revision. Reflection and revision is part of standard 5

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WRITING STANDARDS – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns,	REMOVE	Combined with 9-10

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the argument. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.		
W.11-12.2 Write	REMOVE	Combined with 9-10

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text,		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation,	REMOVE	Combined with 9-10

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that		

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follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Production and Distribution of Writing		
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	REMOVE	Combined with 9-10
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standard 1-3 up to and including grades 11-12.)	REMOVE	Combined with 9-10
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing	REMOVE	Combined with 9-10

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
products in response to ongoing feedback, including new arguments or information.		
Research to Build and Present Knowledge		
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	REMOVE	Combined with 9-10
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	REMOVE	Combined with 9-10

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. and other texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g.,	REMOVE	Combined with 9-10

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The Federalist, presidential addresses]").		
Range of Writing		
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	REMOVE	Combined with 9-10

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COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (9-12)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Presentation of Knowledge and Ideas		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		

SPEAKING AND LISTENING STANDARDS 9-12

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

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SPEAKING AND LISTENING STANDARDS - GRADE 9-10 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		Possible add to the interconnected writing or reading standard. Incorporate during vertical alignment sessions. Receptive (Reading and Listening) and Expressive (Writing and Speaking) Educators should have skills and supports to be able to utilize text and oral skills
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned	Rewrite: **SL.9-12.1** Initiate and participate effectively in collaborative discussions on a wide range of topics, sources of information, and issues, building on others' ideas and expressing their own clearly and persuasively with the use of evidence. **SL.9-~~10~~12.1** Initiate and participate effectively in ~~a range of~~ collaborative discussions ~~(one-on- one, in groups, and teacher-led) with diverse partners on grades 9-10~~ on a wide range of topics, ~~texts~~sources of information, and issues, building on others' ideas and expressing their own clearly and persuasively with	Combine 9-10 and 11-12 Substandards (a., b.,c., d.) are more appropriate in the supplementary document. Sources of information includes text, video, memes, etc. (in response to digital availability) Source examples to be added to a supplemental document. Add "with the use of evidence" after persuasively. (We recommend this change to maintain the language of the previous grade levels.)

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	the use of evidence. ~~Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~ ~~Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.~~ ~~Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or~~	Discussion: Hyperlinks from standard to supplementary material. Part of appendix versus separate documents (people don't always go to separate documents or use them.) Standards are more interactive to users. Including definition, styles, etc. similar to FL structure and resource connection. Student samples would be very beneficial to educators. Especially as there are grade level content limits and expectations (freshman discussion vs. senior/ adult discussion) Clarify diverse is different individuals and thought, not necessarily based on student identity. But the language itself is political and best to remove. Also limiting in smaller schools class. Clarify discussion types ((one-on- one, in groups, and teacher-led)

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	~~challenge ideas and conclusions.~~ ~~Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.~~	
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Rewrite: **SL.9-12.2** Integrate multiple sources of information presented in various media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.9-12~~0~~.2** Integrate multiple sources of information presented in ~~diverse~~ various media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Combine 9-10 and 11-12 Recognize SL and writing are interconnected. Discussion: Since Common Core was developed around the College and Career anchor standards, there is concern regarding structure and redundancy.
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted	Rewrite: **SL.9-12.3** Analyze and evaluate a speaker's point of view or purpose in which the rhetoric is particularly effective. Consider their word choice,	Discussion regarding organizational structure with the anchor college and career standards. It is limiting to the

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evidence.	use of reasoning and logic, links among ideas and how they are developed, points of emphasis, and tone. **SL.9-12.3** Analyze and e~~E~~valuate a speaker's point of view or purpose in which~~, reasoning, and use of evidence and~~ the rhetoric is ~~particulary~~particularly effective. Consider their word choice, use of reasoning and logic, links among ideas and how they are developed, points of emphasis, and tone.~~, identifying any fallacious reasoning or exaggerated or distorted evidence.~~	redevelop and redesign for ID standards. "why do we need both?" Written text and speaking have similar skills. Receptive language (reading and listening) Expressive Language (writing and speaking) composition vs. communication at the collegiate level. Some schools have a separate speech/debate class. Will schools have that option? Will rural schools be able to do that separately? does that go into local control? Define and give multiple examples of rhetoric. Evaluation does crosscut reading and listening as well as writing and speaking Suggestion to rewrite Reading and Writing standards to incorporate Listening and Speaking Combined 9-10 and 11-12
Presentation of Knowledge and Ideas		
SL.9-10.4 Present information, findings, and supporting evidence clearly,	Rewrite: **SL.9-12.4** Orally present information effectively. Consider	Combine 9-10 and 11-12

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	alternative or opposing perspectives, organization, development, purpose, audience, and style. **SL.9-~~10~~12.4** Orally p~~P~~resent information effectively. Consider alternative or opposing perspectives, organization, development, purpose, audience, and style.~~, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.~~	Consideration of integration into writing (expressive) standards **reorganize not aligned to anchor standards Not limited to presentation or formal speech. Includes conversation This is one of the places where the specifics in K-8 feels very different than the concise standard in 9-12. We need to make a decision on which way we want to go.
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Rewrite: **SL.9-12.5** Strategically integrate multiple media strategically in presentations to enhance understanding. **SL.9-~~10~~12.5** ~~Utilize~~ Strategically integrate multiple medias strategically in presentations to enhance understanding.~~Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning,~~	Combine with 11-12 Define or give examples of types of digital media (SAMR training and support may be necessary). will be limiting as certain technologies may or may not be available or change over time.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	~~and evidence and to add interest.~~	
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	Rewrite: **SL.9-12.6** Adapt speech to a wide range of contexts and tasks. **SL.9-~~10~~12.6** Adapt speech to a wide variety of contexts and tasks.~~, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)~~	Combine 9-10/ 11-12 Pulling out formal vs informal is unnecessary.

SPEAKING AND LISTENING STANDARDS – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing	REMOVE	Combined in 9-10

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims,		

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and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	REMOVE	Combined in 9-10
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	REMOVE	Combined in 9-10
Presentation of Knowledge and Ideas		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	REMOVE	Combined in 9-10
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	REMOVE	Combined in 9-10
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)	REMOVE	Combined in 9-10

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COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (9-12)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Knowledge of Language		
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Vocabulary Acquisition and Use		
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Rewrite: **CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. **CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge ~~when encountering an unknown term important to comprehension or expression.~~	

LANGUAGE STANDARDS – GRADE 9-10 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent,	Rewrite: **L.9-12.1** Demonstrate effective use of standard English grammar and usage when writing or speaking. Consider the use of parallel structure, various types of phrases and clauses, and resolve issues by consulting references. **L.9-~~10~~12.1** Demonstrate effective use of ~~command of the conventions of~~	Combined 9-10 and 11-12 Language Progression chart available that is valuable to vertical alignment (mastered, reviewed) helpful in developing grade level content limits and common language for student. Move substandards(a.,b. to guide) Attach references and resources as hyperlinks to revised/updated standards.

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	standard English grammar and usage ~~grammar and usage~~ when writing or speaking. Consider the use of parallel structure, various types of phrases and clauses, and resolve issues by consulting references. ~~Use parallel structure.*~~ ~~Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.~~	Discussion: has there been enough time or emphasis devoted to these set of standards? There is an expectation of students coming to the HS with a depth of knowledge that is not consistent. Many teachers have to remediate. How do these standards become as equal and important? is it moving though a restructuring and placing it first in a sequence? Is it though the reduction of standards that allows educators to have time to include? Educators need resources in ways to incorporate, combine and make it routine and consistent.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a	Rewrite: **L.9-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use hyphenation conventions.	Combine 9-10 and 11-12 the use of hyphens, colons, and semicolons.

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. a. Spell correctly.	a. Spell correctly, consulting references as needed. **L.9-~~10~~12.2** Demonstrate effective use of ~~command of the conventions of standard English~~ capitalization, punctuation, and spelling according to the rules of standard English.~~when writing.~~ ~~c. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.~~ ~~d. Use a colon to introduce a list or quotation.~~ ~~Spell correctly.Demonstrate effective use of capitalization, punctuation, and spelling according to the rules of standard English.~~	Emphasis on BICS vs CALP support for educators Move substandards (a., b., and c.) to support document b. Oxford comma use is based on type of audience/ writing style.
Knowledge of Language		
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to	REMOVE	This removed because of redundancy and the 9-12 group felt it was represented in other standards. The 9-12 group might need to reconsider this, or

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.		the K-8 groups might take a look at whether this standard is already taken care of in other standards. (Note from 9-12 subgroup rationale: Discussion: due to the structure of the anchor standards, these detailed standards are redundant and found in reading and writing standards. Included in updated writing standards)
Vocabulary Acquisition and Use		
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that	REMOVE	This removed because of redundancy and the 9-12 group felt it was represented in other standards. The 9-12 group might need to reconsider this, or the K-8 groups might take a look at whether this standard is already taken care of in other standards. Discussion: due to the structure of the anchor standards, these detailed standards are redundant and found in reading and writing standards Possibly remove as it is part of the revised reading standards (4th)

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		Substandards (a., d.) need to be moved to a supplementary document with the aligned reading standard. c. And c. to be included with former .6
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning	REMOVE	Discussion: due to the structure of the anchor standards, these detailed standards are redundant and found in reading and writing standards Redundant with reading standard 4

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
of words with similar denotations.		
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Rewrite: **L.9-12.6** Acquire and use accurately general academic and content-specific words and phrases. Consider consulting reference materials to find the pronunciation of a word or to clarify **L.9-~~10~~12.6** Acquire and use accurately general academic and ~~domain~~content-specific words and phrases~~, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.~~ Consider consulting reference materials to find the pronunciation of a word or to clarify	Combine 9-10 and 11-12 Domain < content. Content-specific is more universally known Vocabulary acquisition is not specifically called out in the reading standards (found specifically in Foundational Reading K-5) Include in supplemental document substandards from 4. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). a. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		its etymology.

LANGUAGE STANDARDS – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	REMOVE	

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2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use hyphenation conventions. b. Spell correctly.	REMOVE	
Knowledge of Language		
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	REMOVE	
Vocabulary Acquisition and Use		
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content,	REMOVE	

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning		

Note: The table below shows only proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy. Any standards not listed here remain unchanged from the 2017 Idaho Content Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
in context or in a dictionary).		
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	REMOVE	
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	REMOVE	

SUBJECT

Every Student Succeeds Act – State Accountability Plan Addendum

REFERENCE

August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education.
February 2018	Board approved a revised Consolidated State Plan based on review and feedback from the US Department of Education.
March 2018	US Department of Education approved Idaho's Consolidated State Plan.
August-October 2018	State Department of Education released the list of schools identified for Comprehensive Support and Improvement (August 2018), Targeted Support and Improvement (September 2018), and Additional Targeted Support and Improvement (October 2018).
December 2018	Board received the Accountability Oversight Committee 2018 Student Achievement Report and Recommendations.
February 2019	Board approved amendments to the Idaho Consolidated State Plan.
July 2019	US Department of Education approved Idaho's Consolidated State Plan Amendments.
August 2019	State Board received an assessment and accountability update.
April 2020	Board approved a waiver submission to the U.S. Department of Education of several reporting and accountability requirements outlined in the Consolidated Plan in response to COVID-19 disruptions. The Board also waived the requirement in 08.02.03.111 for the administration of the Idaho Standard Achievement Test (ISAT) and alternate assessments for students with significant cognitive disabilities, in English Language Arts, Math and Science, in grades 3-8 and high school for the 2019-2020 school year.
August 2017	Board approved Idaho's Consolidated Plan and its submission to the US Department of Education.
October 2020	The Board received an update on assessment administration and accountability calculations for the 2020-2021 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code
Administrative Code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

BACKGROUND/DISCUSSION

The current state accountability system was established by the Board through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes measures of performance and growth based on student performance on the ISAT summative assessments in English Language Arts/Literacy and Math.

School closures during the spring of 2020 led to the cancelation of the summative ISAT assessments. The effects of these missing data on the accountability system were addressed for the 2020-2021 school year via a waiver approved by the U.S. Department of Education for various reporting and school identification requirements. However, the lack of summative ISAT assessment data from the spring of 2020 will have an ongoing impact on the calculations described in the ESEA Consolidated State Plan because several calculations are based on multiple years of data.

The U.S. Department of Education has created an "Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency" that states can use to propose changes to their plan based on the ongoing effects of last year's disruptions.

The State Department of Education discussed the addendum requirements with the Board's Accountability Oversight Committee (AOC) in their December 9, 2020 meeting. Subsequently, the AOC reviewed a summary of the draft addendum in their December 22, 2020 meeting. The committee was supportive of all the proposed one-time adjustments to our accountability system. The committee has received a full draft of the addendum and is currently in the process of reviewing the document. Any additional feedback that the committee has will be provided to the State Department of Education during the public comment period.

The addendum must be submitted by February 1, 2021 for the U.S. Department of Education to approve the proposal in time for Idaho to incorporate these changes into accountability calculations based on data from the 2020-2021 school year.

IMPACT

The proposed addendum will ensure Idaho is able to produce accountability calculations and identifications that comply with Federal ESSA requirements, while at the same time reflecting the priorities of Idaho stakeholders outlined during the original development process.

ATTACHMENTS

Attachment 1 – Idaho Addendum to ESEA Consolidated State Plan
Attachment 2 – Accountability Addendum Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Section 33-110, Idaho Code, designates the State Board of Education as the State Educational Agency (SEA) and authorizes the Board to negotiate with the federal government, and to accept financial or other assistance to further the cause of education. The Elementary Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015 requires each state's SEA to submit plans outlining how they will meet the requirements of ESSA to be eligible for the federal funding attached to the requirements. States were allowed to submit individual plans for each Title contained in the law or they had the option to submit a single consolidated plan. Idaho, like most states, submitted a single consolidated plan. The Board approved Idaho's Consolidated State Plan at the August 2017 Board meeting. Provisions in ESSA (34 C.F.R. § 299.13(b) and 299.15(a) – Consultation and Stakeholder Engagement, 34 C.F.R. § 299.13(b) – Public Notice and Outreach and Input, and ESSA § 8540 Governor's Consultation) require much broader stakeholder engagement than was previously required under the Elementary and Secondary Education Act in the development of state plans.

In addition to codifying Idaho's accountability framework requirements for state and federal accountability in administrative rule, IDAPA 08.02.03.112.04. assigns the responsibility for determining methodologies for reporting progress and determining performance on the accountability measures with the State Board of Education. While any changes to the state accountability framework or the state comprehensive assessment program identified in IDAPA 08.02.03 must be promulgated through the negotiated rulemaking process prior to those amendments being made in the ESEA Consolidated State Plan. Methodologies for determining progress, setting growth and achievement targets, or identifying schools based on these performance measures is vested in the Board and can be amended through Board action without having to amend or waive any provisions in IDAPA 08.02.03. As the SEA any amendments to the ESEA Consolidated State Plan must be approved by the Board.

Pursuant to the US Department of Education's Frequently Asked Questions document issued October 2020, titled, "Impact of COVID-19 on Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)," SEA's who are not be able to implement parts of their ESEA consolidated State plan in the 2020-2021 school year as a result of COVID-19, may submit a request to amend their plan for the 2020-2021 school year only. The US Department of Education has established a COVID-19 State Plan Addendum process and template for submitting amendments. This process requires, "Prior to submitting an amendment to the Department, including an amendment submitted through the COVID-19 State Plan Addendum template and process, an SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304." The State Department of Education closed the public comment period on November 20, 2020.

BOARD ACTION

I move to approve the Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency as submitted in Attachment 1.

Moved by_____Seconded by_____Carried Yes ____No _____

Template for Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency

under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

Idaho

U.S. Department of Education
Issued: October 2020

OMB Number: 1810-0576
Expiration Date: October 31, 2023

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Addendum to the ESEA Consolidated State Plan

Introduction

To address the extraordinary circumstances of extended and widespread closures of schools due to the novel coronavirus (COVID-19) pandemic, on March 20, 2020, the U.S. Department of Education (Department) invited, pursuant to section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA), each State educational agency (SEA) to request a waiver, for the 2019-2020 school year, of assessment, accountability and school identification, and certain related reporting requirements. The Department approved waivers for 53 SEAs (including the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and the Bureau of Indian Education) for the following assessment, accountability and school identification, and reporting requirements for the 2019-2020 school year to address the COVID-19 National Emergency ("COVID-19 waivers"):

- Assessment requirements in section 1111(b)(2) for the 2019-2020 school year.
- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D) that are based on data from the 2019-2020 school year.
- Report card provisions related to assessments and accountability in section 1111(h) based on data from the 2019-2020 school year. These include:
  - Section 1111(h)(1)(C)(i) (accountability system description).
  - Section 1111(h)(1)(C)(ii) (assessment results).
  - Section 1111(h)(1)(C)(iii)(I) (other academic indicator results).
  - Section 1111(h)(1)(C)(iv) (English language proficiency results).
  - Section 1111(h)(1)(C)(v) (school quality or student success indicator results).
  - Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress).
  - Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed).
  - Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment).
  - Section 1111(h)(2)(C) with respect to all waived requirements in section 1111(h)(1)(C) as well as 1111(h)(2)(C)(i)-(ii) (information showing how students in a local educational agency (LEA) and each school, respectively, achieved on the academic assessments compared to students in the State and LEA).

The waiving of these requirements, as well as the continued implications of COVID-19, impact how each SEA will implement its ESEA consolidated State plan in the 2020-2021 school year. Thus, the Department has created a streamlined process, this COVID-19 State Plan Addendum, for an SEA to amend its ESEA consolidated State plan to account for one-year changes (e.g., changes to how the SEA will hold schools accountable for the 2020-2021 school year) and two specific long-term changes: (1) shifting forward timelines by one year for identifying schools and (2) shifting forward timelines by one year for meeting measurements of interim progress (MIPs) and long-term goals due to COVID-19. All other amendment requests must be made using the regular State plan amendment process outlined in the letter sent to SEAs on October 24, 2019 (see https://oese.ed.gov/files/2019/10/csso-letter.pdf).

All amendment requests must be submitted by **February 1, 2021,** in order for the Department to determine whether a requested amendment complies with all applicable statutory and regulatory requirements in time for your State to implement changes to its accountability system for determinations in fall 2021 based on data from the 2020-2021 school year (e.g., identification of schools for comprehensive, targeted, or additional targeted support and improvement for the 2021-2022 school year).

The Department has also issued a "Frequently Asked Questions: Impact of COVID-19 on Accountability Systems Required under the Elementary and Secondary Education Act of 1965 (ESEA)" document which includes information on the general amendment process, accountability systems, school identification, and report card requirements. The document is available at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

For any questions or additional information please contact the U.S. Department of Education at oese.titlei-a@ed.gov.

Submitting Amendments to the ESEA Consolidated State Plan

COVID-19 State Plan Addendum Process

If an SEA proposes to amend its ESEA consolidated State plan due to COVID-19 for the 2020-2021 school year only (e.g., for accountability determinations in the fall of 2021 based on data from the 2020-2021 school year) using the streamlined ESEA consolidated State plan addendum process, it must submit the following:

1. A COVID-19 State Plan Addendum, using this template, to the approved ESEA consolidated State plan that reflects all proposed changes due to COVID-19;
2. The signature of the chief State school officer or authorized representative; and
3. A description of how the State provided the public a reasonable opportunity to comment on the plan.

Prior to submitting an amendment to the Department, the SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304.

In order to ensure transparency, the Department will post each approved addendum along with the currently approved version of the ESEA consolidated State plan at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

If the SEA chooses to submit a State plan addendum to propose the two specific longer-term changes that can be proposed through the addendum process (i.e., shifting forward timelines for identifying schools or meeting MIPS and/or long-term goals), the SEA must submit the items listed above and also submit, at a later date, an updated State plan that incorporates those changes.

Redlined ESEA Consolidated State Plan Process

If an SEA proposes to amend its ESEA consolidated State plan to make changes that are not included in this template, it must follow the process the Department has used for the past two years. As indicated in a letter sent to SEAs on October 24, 2019 (see https://oese.ed.gov/files/2019/10/csso-letter.pdf), prior to submitting an amendment to the Department, the SEA must consult with the Governor, afford a reasonable opportunity for public comment, and consider such comments consistent with the consolidated assurances the State submitted in June 2017 under ESEA section 8304. An SEA submitting an amendment under the regular process must submit to the Department the following:

1. A redlined version of the approved ESEA consolidated State plan that reflects all proposed changes;

2. A cover letter describing the proposed changes;
3. The signature of the chief State school officer or authorized representative; and
4. A description of how the State provided the public a reasonable opportunity to comment on the plan.

Cover Page

Authorized SEA Representative (Printed Name)	
Signature of Authorized SEA Representative	Date:

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Statewide Accountability System and School Support and Improvement Activities *(ESEA section 1111(c) and (d)) (corresponds with A.4 in the revised State plan template)*:

a. ☒ Establishment of Long-Term Goals. *(ESEA section 1111(c)(4)(A)) (corresponds with A.4.iii in the revised State plan template)* Due to the COVID-19 waivers, the State is revising its long-term goal(s) and measurement(s) of interim progress by shifting the timeline forward by one year for:

1. ☒ Academic Achievement. *If a State is proposing to shift the timeline forward by a year, check the box.*

2. ☒ Graduation Rate. *If a State is proposing to shift the timeline forward by a year, check the box.*

3. ☒ Progress in Achieving English Language Proficiency (ELP). *If a State is proposing to shift the timeline forward by a year, check the box.*

b. ☒ Indicators. *(ESEA section 1111(c)(4)(B)) (corresponds with A.4.iv in the revised State plan template)* Due to COVID-19, the State is revising one or more of its indicators for the 2020-2021 school year to be used in accountability determinations in fall 2021. These revisions are limited to the 2020-2021 school year.

1. ☐ Academic Achievement Indicator. Describe the Academic Achievement indicator for the 2020-2021 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. ☒ Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator for the 2020-2021 school year.

   The "Other Academic Indicator" in Idaho's current Consolidated State Plan is student growth toward proficiency on the statewide summative assessments in English Language Arts/Literacy and Mathematics.

   As described, this metric is based on scale scores in two consecutive years. The state calculates the gap between a student's prior year scale score and the minimum scale score necessary to reach proficiency three years in the future. This value is divided by three to create an annual growth target. A student is considered "on track" if they meet their annual target on the path to proficiency.

   Due to the missing summative assessment data from the 2019-2020 school year, Idaho is not able to calculate the growth metric using data in consecutive years. Following the 2020-2021 school year, Idaho will calculate this growth metric using growth across two years (i.e. from 2019 to 2021). Idaho will take the student's annual growth target as originally calculated in 2019. That annual value will be multiplied by two and the student's score in 2021 will be

compared with that two-year growth target. A student will be considered "on track" if they meet their two-year target.

3. ☐ Graduation Rate. Describe the Graduation Rate indicator for the 2020-2021 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

4. ☐ Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator for the 2020-2021 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

5. ☐ School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator for the 2020-2021 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

c. ☐ Annual Meaningful Differentiation. *(ESEA section 1111(c)(4)(C)) (corresponds with A.4.v in the revised State plan template)* Due to COVID-19, the State is revising its system of Annual Meaningful Differentiation in fall 2021 based on data from the 2020-2021 school year:

1. ☐ State's System of Annual Meaningful Differentiation. Describe the State's system of annual meaningful differentiation of all public schools in the State for accountability determinations in the fall 2021 based on data from the 2020-2021 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. ☐ Weighting of Indicators. Describe the weighting of each indicator in the State's system of annual meaningful differentiation in fall 2021 based on data from 2020-2021 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

3. ☐ Different Methodology. If the State uses a different methodology or methodologies for annual meaningful differentiation for schools for which an accountability determination otherwise cannot be made (*e.g.*, P-2 schools), describe the methodology or methodologies in fall 2021 based on data from 2020-2021 school year.

   If a State is proposing revisions due to the COVID-19 waivers, check the box and describe the revisions here.

d. ☒ Identification of Schools. *(ESEA section 1111(c)(4)(D)) (corresponds with A.4.vi in the revised State plan template)* Due to COVID-19, the State is revising its timeline or methodologies for identifying schools using data from the 2020-2021 school year:

1. ☒ Timeline. A State may, but is not required to, shift forward by **one-year** school identifications. Complete the below table to indicate each school identification category (i.e., comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support and improvement (ATSI)) for which the State will shift identification forward for one year. Although CSI schools must be identified at least once every three years, due to the COVID-19 waivers, a State may choose not to count the 2019-2020 school year. Only complete the rows for the categories of identified schools for which the State chooses to shift the timeline forward.

	As Defined in Approved State Plan		
A. Type of Identification	**B. Most Recent Year of Identification (e.g., identified in 2018-2019 based on data from the 2017-2018 school year)**	**C. Next Year of Identification as described in the current ESEA consolidated State plan**	**D. Revised Next Year of Identification** (i.e., one year forward from column C)
Example: Comprehensive support and improvement	*2018-2019 school year (based on data from the 2017-2018 school year)*	*2020-2021 school year (based on data from the 2019-2020 school year)*	*2021-2022 school year (based on data from the 2020-2021 school year)*
Comprehensive support and improvement: Low performing ESEA section 1111(c)(4)(D)(i)(I)	2018-2019 school year (based on data from the 2017-2018 school year and earlier)	2021-2022 school year (based on data from the 2020-2021 school year and earlier)	2022-2023 school year (based on data from the 2021-2022 school year and earlier)
Comprehensive support and improvement: Low graduation rate ESEA section 1111(c)(4)(D)(i)(II)	2018-2019 school year (based on data from the 2017-2018 school year and earlier)	2021-2022 school year (based on data from the 2020-2021 school year and earlier)	2022-2023 school year (based on data from the 2021-2022 school year and earlier)
Comprehensive support and improvement: Not Exiting Additional targeted support and improvement status ESEA section 1111(c)(4)(D)(i)(III)	Not yet identified.	2021-2022 school year (based on data from the 2020-2021 school year and earlier)	2022-2023 school year (based on data from the 2021-2022 school year and earlier
Additional targeted support and improvement ESEA section 1111(d)(2)(C)	2019-2020 school year (based on data from the 2018-2019 school year and earlier)	2021-2022 school year (based on data from the 2020-2021 school year and earlier)	2022-2023 school year (based on data from the 2021-2022 school year and earlier)

* Targeted support and improvement: Consistently underperforming subgroups (TSI) schools must be identified annually. Therefore, a State must identify TSI schools in the fall of 2021 (i.e., the 2021-2022 school year based on data from the 2020-2021 school year).

2. ☒ Methodologies. The State is revising its methodology or methodologies for identifying schools in fall 2021 based on data from the 2020-2021 school year for the following types of school identification:

   a. ☐ Comprehensive Support and Improvement Schools: Low Performing. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement in fall 2021 based on data from the 2020-2021 school year.

      If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

   b. ☐ Comprehensive Support and Improvement Schools: Low Graduation Rate. Describe the State's methodology for identifying all public high schools in the State failing to graduate one-third or more of their students for comprehensive support and improvement in fall 2021.

      If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

   c. ☐ Comprehensive Support and Improvement Schools: Not Exiting Additional Targeted Support and Improvement Status. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years for school identifications in fall 2021 based on data from the 2020-2021 school year.

      If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

   d. ☒ Targeted Support and Improvement Schools: Consistently Underperforming Subgroup(s). Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including if the State is revising the definition the State uses to determine consistent underperformance for school identifications in fall 2021 based on data from at least the 2020-2021 school year.

      Idaho identifies targeted support and improvement schools based on student group achievement gaps. A consistently underperforming student group in Idaho is any student group that has an achievement gap, relative to its non-group peers, of 35 percentage points or more in any indicator in the metrics used for Comprehensive Support and Improvement for three consecutive years.

      For those metrics without data from the 2019-2020 school year, Idaho will use the three most recent years of data, rather than the three consecutive years. This modification would apply to achievement and growth on the Idaho's statewide summative assessments in English Language Arts/Literacy and Mathematics and student engagement for K-8 schools.

e. ☐ Targeted Support and Improvement Schools: Additional Targeted Support and Improvement. Describe the State's methodology for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D) (i.e., schools with subgroups performing as poorly as low-performing schools identified for comprehensive support and improvement) for school identifications in fall 2021 based on data from the 2020-2021 school year.

If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

e. ☒ Continued Support for School and LEA Improvement *(ESEA section 1111(d)(3)(A)) (corresponds with A.4.viii in the revised State plan template)*

1. ☒ Exit Criteria for Comprehensive Support and Improvement Schools. Due to COVID-19, the State is revising its statewide exit criteria for schools identified for comprehensive support and improvement using either or both of the options below.

   A. ☒ The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to be exited.

   B. ☐ The State is revising the statewide exit criteria only for schools identified for comprehensive support and improvement that would be eligible to exit status in fall 2021 based on data from the 2020-2021 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

2. ☒ Exit Criteria for Schools Receiving Additional Targeted Support. Due to COVID-19, the State is revising the statewide exit criteria for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) using either or both of the two options below:

   A. ☒ The State does not count the 2019-2020 school year toward the number of years in which a school must meet the criteria in order to be exited.

   B. ☐ The State is revising the statewide exit criteria only for schools receiving additional targeted support under ESEA section 1111(d)(2)(C) that would be eligible to exit status in fall 2021 based on data from the 2020-2021 school year.

   If a State is proposing revisions due to COVID-19, check the box and describe the revisions here.

Accountability Addendum

January 4, 2021

Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION

Background

- Data disruptions in school year 2019-2020 affected various accountability metrics
- Idaho received a waiver for reporting and accountability determinations following school year 2019-2020

Accountability Addendum | 2

Implications Extend into 2021

- Idaho still needs to address decisions about accountability following this school year
- The U.S. Department of Education has introduced a new "addendum" template and guidance

Accountability Addendum | 3

Responding to Draft

- The guidance and associated addendum were released in draft form
- Public comment closed on November 20th
- Summary here based on currently available information

Accountability Addendum | 4

Addendum Rules

- Only applies to SY 2020-2021
  - Two exceptions: School identification and interim and long-term goals
- Requires signature from Superintendent and Board President, consultation with the Governor, and opportunity for public comment
- Due by February 1st

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Important Distinction

- Not an amendment
- Not a waiver

Accountability Addendum | 6

Interim and Long-Term Goals

Long-Term Goals: Background

Mathematics

2016 baseline, 2022 long-term goal, and 2017-2021 interim targets

Mathematics	2016	2017	2018	2019	2020	2021	2022
All Students	41.6%	44.8%	48.1%	51.3%	54.6%	57.8%	61.1%
Economically Disadvantaged	30.3%	34.2%	38.0%	41.9%	45.8%	49.7%	53.5%
Students with Disabilities	15.2%	19.9%	24.6%	29.3%	34.0%	38.8%	43.5%
English Learners	7.1%	12.3%	17.4%	22.6%	27.7%	32.9%	38.1%
Black / African American	22.2%	26.5%	30.8%	35.2%	39.5%	43.8%	48.1%
Asian or Pacific Islander	56.8%	59.2%	61.6%	64.0%	66.4%	68.8%	71.2%
American Indian or Alaskan Native	19.4%	23.9%	28.4%	32.8%	37.3%	41.8%	46.3%
Hispanic or Latino	22.0%	26.3%	30.7%	35.0%	39.3%	43.7%	48.0%
Native Hawaiian / Other Pacific Islander	33.6%	37.3%	41.0%	44.7%	48.4%	52.0%	55.7%
White	46.6%	49.6%	52.5%	55.5%	58.5%	61.4%	64.4%
Two Or More Races	42.2%	45.4%	48.6%	51.8%	55.0%	58.3%	61.5%

Long-Term Goals: Options

- Addendum allows state to shift the timeline forward by one year
- Can apply to any or all of the metrics with long-term goals

Indicators

Indicators: Background

- Several required indicators used for federal accountability
- Academic and School Quality/Student Success

Indicators: Background

	K-8 Schools	High Schools	Alternative High Schools
Academic	ISAT ELA/Literacy Proficiency	ISAT ELA/Literacy Proficiency	ISAT ELA/Literacy Proficiency
	ISAT Math Proficiency	ISAT Math Proficiency	ISAT Math Proficiency
	ISAT ELA/Literacy Growth	English Learner Growth	English Learner Growth
	ISAT Math Growth	Graduation Rate	Graduation Rate
	English Learner Growth		
Student Quality/Success	Student Engagement Survey	College/Career Readiness	College/Career Readiness

Indicators: Options

- If we **cannot calculate** an indicator for SY 2020-2021 as described in our approved plan, addendum change required
- Potential approaches:
  - Modified methodology (e.g. use data from a different year)
  - New indicator

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Annual Meaningful Differentiation

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Differentiation: Background

- Non-summative reporting of multiple indicators
  - IdahoSchools.org
- Listed in IDAPA 08.02.03.112

Differentiation: Options

- Modify overall system
- Change weighting
- Modify alternate system (i.e. different methodology)

Identification Methodologies and Timelines

Identification: Background

- Identification categories:
  - Comprehensive Support and Improvement Underperforming Schools (CSI-Up)
  - Comprehensive Support and Improvement Schools with low graduation rates (CSI-Grad)
  - Targeted Support and Improvement Schools (TSI)
  - Additional Targeted Support and Improvement Schools (ATSI)
  - ATSI schools becoming CSI-Up schools because they fail to exit ATSI status.

Identification: Background

Comprehensive Support and Improvement - Underperforming Schools (CSI-Up)

- Lowest performing 5% of schools
- Based on ranking by school type using the indicators described earlier and creating a weighted composite
- Values for each indicator averaged over three years

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Identification: Background

Comprehensive Support and Improvement - Underperforming Schools (CSI-Up)

- Exit criteria:
  - No longer being identified in bottom 5%
  - Achieve ELA and Math results above 20th percentile
  - Improvement plan approved by SDE

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Identification: Background

Comprehensive Support and Improvement –Low Graduation Rate (CSI-Grad)

- Graduation rate under 67%
- Based on three year weighted average
- Currently uses 4-year rate, shifts to 5-year rate in 2021

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Identification: Background

Comprehensive Support and Improvement –Low Graduation Rate (CSI-Grad)

- Exit criteria:
  - Average graduation rate over three previous years exceeds 67%; OR
  - Graduation rate for two consecutive years exceeds 67%

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Identification: Background

Targeted Support and Improvement - (TSI)

- Performance gap of 35 percentage points for three consecutive years
- Calculated for all CSI-Up indicators and across various student groups

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Identification: Background

Additional Targeted Support and Improvement - (ATSI)

- CSI-Up formula run by student group, rather than all students
- Identified if a composite score below the CSI-Up threshold
- Values for each indicator averaged over three years

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Identification: Background

Additional Targeted Support and Improvement (ATSI)

- Exit criteria:
  - No longer being identified in bottom 5%
  - Achieve ELA and Math results above 20th percentile for all identified subgroups

Identification: Background

ATSI Not Exiting

- Schools identified for ATSI three years become CSI-Up

Identification : Background

Identification Category	Most Recent Year of Identification	Next Year of Identification as Described in Current Plan
CSI-Up	Following school year 2017-2018	Following school year 2020-2021
CSI-Grad	Following school year 2017-2018	Following school year 2020-2021
ATSI	Following school year 2018-2019	Following school year 2020-2021
ATSI becoming CSI-Up	NA	Following school year 2020-2021

Timeline: Options

- Identification
  - Move identification timeline one year, so school year 2019-2020 is “skipped”
- Exit
  - Do not count school year 2019-2020 towards exit criteria
  - Otherwise revise exit criteria for schools eligible to exit in fall 2021

Methodology: Options

- Modify methodology for this year
  - Examples: Average fewer years of data or data from earlier school years
- Need depends in part on timeline decisions

Recommendation

Recommendations

- Move long-term goals out one year
- Report normal metrics on the Report Card
- Use growth over two years in growth calculation, all other metrics stay the same
- Move all available identifications and exits out one year
- Calculate required TSI identification using gaps in 2018, 2019, and 2021
  - Potentially submit TSI waiver request

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Recommendations

<u>Move long-term goals out one year</u>

- One year difference in target year
- Sends message about disruptions
- No indication of federal action based on missing/achieving targets

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Recommendations

Report normal metrics on the Report Card

- No structural changes
- Limited implications because of our non-summative system of annual meaningful differentiation

Recommendations

Use growth over two years in growth calculation, all other metrics stay the same

- Older data (2019) for growth, but same general framework
- Research indicates high consistency

Recommendations

Move all available identifications and exits out one year

- CSI and ATSI schools maintain status in 2021
- Next identification would follow school year 2021-2022 and would use data from 2019, 2021, and 2022.

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Recommendations

Calculate required TSI identification using gaps over 2018, 2019, and 2021

- Older data where necessary, but same general framework
- Research indicates moving two years, rather than three years with older data would lead to more identifications
- Not operationalized if waiver approved

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Recommendations

- Themes in our recommendations:
  - Maintains consistency with original plan
  - Minimizes impact of 2020 disruptions
  - Any future modifications based on more structured process

Next Steps

Next Steps

- Post for public feedback (01/05)
- Stakeholder meeting
- Consultation with Governor's office
- Board meeting on 02/01 to finalize
- Submit to the U.S. Department of Education

Questions?

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Supporting Schools and Students to Achieve

SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION