

IDAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

Standard 1: Reading Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 1.3: Acquire Phonological Awareness Skills <i>(continued from previous page)</i>	K.LA.1.3.4A Reproduces simple onsets and rimes to produce real words (e.g. repeats onset /c/ with rime /at/ to produce /cat/)	1.LA.1.3.4A Segment syllables (beats) in a word.												
	K.LA.1.3.5A Attends to adults blending spoken phonemes (CVC) to form single syllable words (e.g. /d/.../o/.../g/ says dog and shows picture or object)													
	K.LA.1.3.6A Match the initial sound (not the letter) to the initial sound of a spoken word.													
	K.LA.1.3.7A Segments one-syllable words into its phonemes, (e.g. using manipulatives to mark each phoneme, imitates an adult)													
	K.LA.1.3.8A Identifies syllables in a word.													
Goal 1.4: Acquire Decoding Skills Using Word Parts	K.LA.1.4.1 A Reproduces sounds or symbols to match sounds or symbols in similar words.	1.LA.1.4.1 A Match sound to letter symbol.	2.LA.1.4.1 A Match letter symbols to sound.	3.LA.1.4.1 A Identify word patterns and/or word families.	4.LA.1.4.1 A Identify word parts as letters and syllables, i.e. prefix, word families, root word, suffix.	5.LA.1.4.1 A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.	6.LA.1.4.1 A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix	7.LA.1.4.1 A Use word parts (letters, syllables) to decode unfamiliar words, i.e. prefix, word family, root word, suffix	8.LA.1.4.1A Use word parts (letters, syllables) to read multi-syllable words, i.e. prefix, word family, root word, suffix	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.
		1.LA.1.4.2 A Imitate reading abbreviations in text appropriate to grade level.	2.LA.1.4.2 A Attend to abbreviations in text appropriate to grade level.	3.LA.1.4.2 A Recognizes abbreviations in text appropriate to grade level.	4.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	5.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	6.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	7.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	8.LA.1.4.2 A Read simple abbreviations appropriate to grade level.					

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Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 1.5: Acquire Decoding Skills Using Syllabication	K.LA.1.5.1 A Match letter symbols.	1.LA.1.5.1 A Match common onsets, rimes, and word patterns to generate words.	2.LA.1.5.1 A Identify that letters put together make words.	3.LA.1.5.1 A Identify that letters and syllables put together make words.	4.LA.1.5.1 A Identify that letters and syllables put together make words.	5.LA.1.5.1 A Identify that letters put together with certain rules make words.	6.LA.1.5.1 A Identify that letters put together with certain rules make words.	7.LA.1.5.1 A Identify that letters put together with certain rules make words.	8.LA.1.5.1 A Identify that letters put together with certain rules make words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
Goal 1.6: Acquire Decoding Skills Using Context	No objectives at this grade level.	1.LA.1.6.1A Use visual, tactile, and/or auditory prompts to identify new words.	2.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.	3.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.	4.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.	5.LA.1.6.1 A Use visual, tactile, and/or auditory prompts to identify new words.	6.LA.1.6.1 A Use visual, tactile, and/or auditory prompts and context clues to identify new words.	7.LA.1.6.1 A Use visual, tactile, and/or auditory prompts and context clues to identify new words.	8.LA.1.6.1 A Use visual, tactile, and/or auditory prompts and context clues to identify new words.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
Goal 1.7: Acquire Fluency	K.LA.1.7.1 A Recognizes automatically between 5 to 25 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).	1.LA.1.7.1 A Recognizes automatically between 10 to 35 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).	2.LA.1.7.1 A Recognizes automatically between 15 to 45 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).	3.LA.1.7.1 A Recognizes automatically between 20 to 50 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
		1.LA.1.7.2 A Listen to grade 1 appropriate text read aloud by repeating text in choral reading.	2.LA.1.7.2 A Listen to grade 2 appropriate text read aloud by repeating text in choral reading.	3.LA.1.7.2 A Listen to grade 3 appropriate text read aloud by repeating text in choral reading.	4.LA.1.7.1 A Read simplified, grade 4 appropriate text.	5.LA.1.7.1 A Read simplified, grade 5 appropriate text.	6.LA.1.7.1 A Read simplified, grade 6 appropriate text.	7.LA.1.7.1 A Read simplified, grade 7 appropriate text.	8.LA.1.7.1 A Read simplified, grade 8 appropriate text.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Speech.
Goal 1.8: Vocabulary and Concept Development	K.LA.1.8.1 A Classify common words, pictures and/or objects into basic categories.	1.LA.1.8.1 A Identify words and concepts of the inflectional ending (i.e. plural, ing).	2.LA.1.8.1 A Identify words and the meaning of inflectional ending, such as singular and plural or -ed.	3.LA.1.8.1 A Identify words and the meaning of common suffixes, such as singular and plural.	4.LA.1.8.1 A Identify common words and the meaning of common suffixes, such as singular and plural.	5.LA.1.8.1 A Identify root words and the meaning of common suffixes.	6.LA.1.8.1 A Identify common root words and the meaning of other words derived from the root	7.LA.1.8.1 A Identify words and the meaning of common prefixes, such as un- or pre-.	8.LA.1.8.1 A Identify root words and the meaning of common affixes, such as the meaning of un and ful.	9.LA.1.8.1 A Identify root words and the meaning of common affixes.	10.LA.1.8.1 A Identify root words and the meaning of common affixes.	11.LA.1.8.1A Identify root words and the meaning of common affixes.	12.LA.1.8.1 A Identify root words and the meaning of common affixes.	No objectives in Speech.
	K.LA.1.8.2 A Match word meaning in the context in which the word is used (i.e. use picture clues, prompts from spoken words)	1.LA.1.8.2 A Match common antonyms using pictures, objects, signs	2.LA.1.8.2 A Identify words that are common opposites or mean the same (antonyms, synonyms).	3.LA.1.8.2 A Identify words and the concepts of same or opposite in meaning (synonyms, antonyms)	4.LA.1.8.2 A Identify words and the concepts of same or opposite in meaning and same sounds-spelled differently (synonyms, antonyms, homophones)	5.LA.1.8.2 A Use context to define words and words that have multiple meanings.	6.LA.1.8.2 A Use context to define words and words that have multiple meanings.	7.LA.1.8.2 A Identify word and concept differences, involving antonyms, synonyms, and words with multiple meanings.	8.LA.1.8.2 A Identify word and concept differences, involving antonyms, synonyms, and words with multiple meanings.	9.LA.1.8.2 A Use context clues to determine the meaning of words.	10.LA.1.8.2A Use context clues to determine the meaning of words.	11.LA.1.8.2A Use context clues to determine the meaning of words.	12.LA.1.8.2 A Use context clues to determine the meaning of words.	

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Standard 1: Reading Process (continued)

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Goal 1.8: Vocabulary and Concept Development <i>(continued from previous page)</i>	K.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Kindergarten content area text.	1.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 1 content area text.	2.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 2 content area text.	3.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 3 content area text.	4.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 4 content area text.	5.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 5 content area text.	6.LA.1.8.3 A Match pictures/objects/ gestures/words and concepts necessary for math, science, social studies and other Grade 6 content area text.	7.LA.1.8.3 A Use pictures/ objects/ gestures/ words necessary to clarify, predict, or expand meaning and concepts.	8.LA.1.8.3 A Identify and/or use words and concepts related to each grade 8 content area.					
		1.LA.1.8.4 A Use personal dictionary of pictures/objects, signs, etc to develop concepts and vocabulary.	2.LA.1.8.4 A Use dictionary materials to develop concepts and vocabulary.	3.LA.1.8.4 A Use dictionary materials to develop concepts and vocabulary.	4.LA.1.8.4 A Use dictionary materials to develop concepts and vocabulary.	5.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.	6.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, e.g. dictionary or thesaurus.	7.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words such as dictionary or thesaurus.	8.LA.1.8.4 A Use reference materials to develop vocabulary and meaning of words, such as dictionary or thesaurus.					

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Standard 2: Comprehension/Interpretation

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 2.1: Acquire Strategies and Skills for Comprehending Text	K.LA.2.1.1A Identifies text for reading.	1.LA.2.1.1 A Attend to reading for a purpose (e.g. pleasure, information)	2.LA.2.1.1 A Identify the purpose of different kinds of text.	3.LA.2.1.1 A Identify the purpose of different kinds of text.	4.LA.2.1.1 A Identify the purpose of different kinds of text.	5.LA.2.1.1 A Identify the purpose of different kinds of text.	6.LA.2.1.1 A Identify the purpose of different kinds of text.	7.LA.2.1.1 A Identify the purpose or use of various texts.	8.LA.2.1.1 A Interpret facts or events from different kinds of text to demonstrate understanding.	9.LA.2.1.1 A Interpret a single issue from different kinds of text to demonstrate understanding.	10.LA.2.1.1 A Interpret different kinds of text to demonstrate understanding.	11.LA.2.1.1 A Interpret different kinds of text to demonstrate understanding.	12.LA.2.1.1 A Interpret different kinds of text to demonstrate understanding.	No objectives in Speech.
	K.LA.2.1.2 A Match information and/or events in texts to self.	1.LA.2.1.2 A Participate in connecting the information and events in texts to self.	2.LA.2.1.2 A Participate in connecting the information and events in texts to self.	3.LA.2.1.2 A Connect the information and events in texts to self.	4.LA.2.1.2 A Connects cause and effect relationships in text to self.	5.LA.2.1.2 A Connects cause and effect relationships in text.	6.LA.2.1.2 A Connects cause and effect relationships in text.	7.LA.2.1.2 A Connect cause and effect relationships in text to gain meaning.	8.LA.2.1.2 A Identify cause and effect relationship in text.	9.LA.2.1.2 A Identify need for clarification or assistance when reading.	10.LA.2.1.2 A Identify need for clarification or assistance when reading.	11.LA.2.1.2 A Identify need for clarification or assistance when reading.	12.LA.2.1.2 A Identify need for clarification or assistance when reading.	
	K.LA.2.1.3A Identify picture clues, objects, and gestures in context to aid comprehension.	1.LA.2.1.3 A Participate in using picture clues and context to identify a conclusion based on text.	2.LA.2.1.3 A Participate in using picture clues and context to identify a conclusion based on the text.	3.LA.2.1.3 A Use picture clues and context to support a conclusion from text.	4.LA.2.1.3 A Use picture clues and context to support a conclusion from text.	5.LA.2.1.3 A Use picture clues and context to support a conclusion from text.	6.LA.2.1.3 A Use picture clues and context to support a conclusion from text.	7.LA.2.1.3 A Use picture clues and context to draw a conclusion or form an opinion.	8.LA.2.1.3 A Use picture clues and context to draw a conclusion or form an opinion.	9.LA.2.1.3 A Create a simple outline, notes, chart, and/or diagram (Use simple templates).	10.LA.2.1.3 A Use simple outlines, notes, charts, and/or diagrams to aid in comprehension.	11.LA.2.1.3 A Use picture clues and context to comprehend text.	12.LA.2.1.3 A Use picture clues and context to comprehend text.	
Goal 2.2: Acquire Skills to Comprehend Expository Text	K.LA.2.2.1 A Participate in identify pictures, objects, gestures, or words for topics in expository text that is heard or read.	1.LA.2.2.1 A Identify a topic of expository text that is heard or read.	2.LA.2.2.1 A Identify a main idea in expository text that is heard or read.	3.LA.2.2.1 A Identify cause-effect and descriptions in expository text.	4.LA.2.2.1 A Identify between facts and opinions in expository text.	5.LA.2.2.1 A Identify details in expository text to support comprehension.	6.LA.2.2.1 A Identify various structures of expository text.	7.LA.2.2.1 A Identify various structures of expository text.	8.LA.2.2.1 A Identify various structures of expository text.	9.LA.2.2.1 A Identify the main idea in informational text, e.g. newspapers, articles, speeches.	10.LA.2.2.1 A Identify and sequence information or procedures from informational text.	11.LA.2.2.1 A Identify the main idea in informational text, e.g. promotional literature	12.LA.2.2.1 A Identify the main idea in informational text, e.g. policies , speeches	No objectives in Speech.
	K.LA.2.2.2A Respond to yes/no question based on: fact in an expository text, heard or read.	1.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is heard or read.	2.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is heard or read.	3.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is heard or read.	4.LA.2.2.2 A Respond to yes/no question based on: how, why or what –if in expository text that is heard or read.	5.LA.2.2.2 A Respond to yes/no question based on: who, what, when, where, how, why in expository text that is heard or read.	6.LA.2.2.2 A Respond to yes/no question based on: how, why or what –if in expository text that is heard or read.	7.LA.2.2.2 A Respond to yes/no question based on: how, why or what –if in expository text that is heard or read.	8.LA.2.2.2 A Respond to yes/no question based on: how, why or what –if in expository text.	9.LA.2.2.2 A Identifies the purpose of a simple communication formats (e.g. letters, directions, websites, etc)	10.LA.2.2.2 A Identifies the purpose of a simple communication formats (e.g. letters, directions, websites, etc)			

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Standard 2: Comprehension/Interpretation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 2.2: Acquire Skills to Comprehend Expository Text <i>(continued from previous page)</i>	K.LA.2.2.3 A Sequence two pieces of information from expository text using pictures or object clues.	1.LA.2.2.3 A Identify and sequence information from expository text using pictures or object clues.	2.LA.2.2.3 A Identify and sequence information from expository text using pictures or object clues to retell.	3.LA.2.2.3 A Identify and sequence details from expository text using pictures or object clues to retell.	4.LA.2.2.3 A Identify the main idea from expository text using pictures or object clues to retell.	5.LA.2.2.3 A Identify main idea from expository text using pictures or object clues to retell.	6.LA.2.2.3 A Identify facts and details from expository text using pictures or object clues to retell.	7.LA.2.2.3 A Identify the main idea and details from expository text to retell.	8.LA.2.2.3 A Identify the main idea and details from expository text to retell.	9.LA.2.2.3 A Identify between facts and opinions in an argument or claim by an author.	10.LA.2.2.3 A Identify between facts and opinions in an argument or claim by an author.	11.LA.2.2.3 Identify and sequence information from expository text.	12.LA.2.2.3 Identify and sequence information from expository text.	
	K.LA.2.2.4 A Follow single-step directions using clues from pictures, objects, signs, etc	1.LA.2.2.4 A Follow single-step directions using clues from pictures, objects, signs, etc.	2.LA.2.2.4 A Follow a single written direction.	3.LA.2.2.4 A Follow single and two-step directions (symbols such as pictures/ objects/ graphics/ words).	4.LA.2.2.4 A Follow single and two-step directions (symbols such as pictures/ objects/ graphics/ words).	5.LA.2.2.4 A Follow single and multi-step directions (symbols such as pictures/ objects/ graphics/ words).	6.LA.2.2.4 A Follow single and two-step written directions (symbols such as pictures/ objects/ graphics/ words).	7.LA.2.2.4 A Follow single and multi-step written directions (symbols such as pictures/ objects/ graphics/ words).	8.LA.2.2.4 A Identify the main purpose of a procedure specified in informational text.					
Goal 2.3: Acquire Skills for Comprehending Literary Text	K.LA.2.3.1 A React to a real or imaginary literary story that is heard or read.	1.LA.2.3.1 A Identify whether a story that is heard or read is reality or fantasy.	2.LA.2.3.1 A Identify between fiction and non fiction reading materials.	3.LA.2.3.1 A Identify different genres of literature (fairy tales, poetry).	4.LA.2.3.1 A Identify characteristics of various genres including poetry.	5.LA.2.3.1 A Identify genres of fiction and poems.	6.LA.2.3.1 A Identify genres of fiction and poems and matches a major characteristic of each form.	7.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre, including poetry.	8.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre.	9.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre.	10.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre.	11.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre and traditions.	12.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genre and traditions.	No objectives in Speech.

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Standard 2: Comprehension/Interpretation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 2.3: Acquire Skills for Comprehending Literary Text <i>(continued from previous page)</i>				3.LA.2.3.1 A Demonstrate comprehension of literary text.										
	K.LA.2.3.2 A Identify a character in a story that is heard or read.	1.LA.2.3.2 A Identify character(s) in a story that is heard or read.	2.LA.2.3.2 A Identify character(s) in a story that is heard or read.	3.LA.2.3.2 A Identify characters in a story.	4.LA.2.3.2 A Identify characters and their traits within a story heard or read.	5.LA.2.3.2 A Identify characters and their traits and/or actions.	6.LA.2.3.2 A Identify characters and their traits and/or actions.	7.LA.2.3.2 A Identify characters and their traits and/or actions.	8.LA.2.3.2 A Identify characters and their traits and/or actions.	9.LA.2.3.2 A Identify characters and their traits and/or actions.	10.LA.2.3.2 A Identify characters and their traits and/or actions.	11.LA.2.3.2 A Identify characters and their traits and/or actions.	12.LA.2.3.2 A Identify characters and their traits and/or actions.	
	K.LA.2.3.3 A Identify the setting in story that is heard or read.	1.LA.2.3.3 A Identify the setting in story that is heard or read.	2.LA.2.3.3 A Identify the setting in story that is heard or read.	3.LA.2.3.3 A Identify setting of a story.	4.LA.2.3.3 A Identify setting of a story.	5.LA.2.3.3 A Identify and describes a setting of a story.	6.LA.2.3.3 A Identify and describes a setting of a story.	7.LA.2.3.3 A Identify a setting of a story and its influence on character(s).	8.LA.2.3.3 A Identify a setting of a story and its influence on the meaning of the story.	9.LA.2.3.3 A Identify a setting of a story and its influence on the meaning of the story.				
	K.LA.2.3.4 A Retell the beginning of a story that is heard or read.	1.LA.2.3.4 A Retell the ending of a story that is heard or read.	2.LA.2.3.4 A Retell the basic topic of a story.	3.LA.2.3.4 A Retell a story.	4.LA.2.3.4 A Identify the main idea of a story plot.	5.LA.2.3.4 A Identify the main problem or plot of a story.	6.LA.2.3.4 A Identify the main problem or plot of a story.	7.LA.2.3.4 A Identify the main problem or plot of a story.	8.LA.2.3.4 A Identify the main problem and how it is resolved in a story.					
				3.LA.2.3.5 A Identify who is telling a story.	4.LA.2.3.5 A Identify who is telling a story.	5.LA.2.3.5 A Identify the speaker of a story.	6.LA.2.3.5 A Identify the speaker of a story.	7.LA.2.3.5 A Identify a story's speaker.	8.LA.2.3.5 A Identify the speaker of a story.	9.LA.2.3.5 A Identify a story's speaker.	10.LA.2.3.5 A Identify a story's speaker.			
				3.LA.2.3.6 A Identify a lesson of a fable or folktale.	4.LA.2.3.6 A Identify a lesson of a fable or folktale.	5.LA.2.3.6 A Identify a lesson that is presented in a literary selection.	6.LA.2.3.6 A Identify a theme that is presented in a literary selection.	7.LA.2.3.6 A Identify the theme of a story.	8.LA.2.3.6 A Identify the theme of a story.	9.LA.2.3.6 A Identify the theme of a story.	10.LA.2.3.6 A Identify the theme of a story.	11.LA.2.3.6 A Identify the theme of a story.	12.LA.2.3.6 A Identify the theme of a story.	

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Standard 2: Comprehension/Interpretation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 2.3: Acquire Skills for Comprehending Literary Text <i>(continued from previous page)</i>				3.LA.2.3.7 Identify simple, common idioms.	4.LA.2.3.7 Identify simple, common idioms.	5.LA.2.3.7 A Identify the meaning of a metaphor or idiom.	6.LA.2.3.7 A Identify text that uses simple literary devices such as flashback or foreshadowing	7.LA.2.3.7 A Identify the meaning of a literary devices (e.g., imagery or onomatopoeia)	No objectives at this grade level.	9.LA.2.3.6 A Identify common idioms as figurative speech, i.e., symbolism.	10.LA.2.3.5 A Identify common idioms as figurative speech and imagery, i.e., sound of language.	11.LA.2.3.4 Identify common idioms as figurative speech and imagery, i.e sound of language.	12.LA.2.3.4 Identify common idioms as figurative speech and imagery, i.e. sound of language.	
								7.LA.2.3.8 A Respond to a style of writing.	No objectives at this grade level.	9.LA.2.3.7 A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood.	10.LA.2.3.6 A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood.	11.LA.2.3.5 A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood.	12.LA.2.3.5 A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood.	

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Standard 3: Writing Process

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 3.1: Acquire Prewriting Skills	K.LA.3.1.1 A Participate with other peers in generating ideas using pre-writing strategies.	1.LA.3.1.1 A Participate with other peers in generating ideas using pre-writing strategies.	2.LA.3.1.1A Participate in generating ideas using prewriting strategies.	3.LA.3.1.1 A Participate in generating ideas using prewriting strategies.	4.LA.3.1.1 A Participate in generating ideas using prewriting strategies.	5.LA.3.1.1 A Generate ideas using simple, prewriting strategies.	6.LA.3.1.1 A Generate ideas using simple, prewriting strategies.	7.LA.3.1.1 A Generate ideas using simple, prewriting strategies.	8.LA.3.1.1 A Generate ideas using a simple, prewriting strategies.	9.LA.3.1.1A Generate ideas using simple, prewriting strategies.	10.LA.3.1.1 A Generate ideas using simple, prewriting strategies.	11.LA.3.1.1 A Generate ideas using a variety of prewriting strategies.	12.LA.3.1.1 A Generate ideas using a variety of prewriting strategies.	No objectives in Speech.
	K.LA.3.1.2 A Choose pictures or objects in generating a story idea.	1.LA.3.1.2 A Participate in identifying a main idea.	2.LA.3.1.2 A Participate in identifying the main idea	3.LA.3.1.2 A Participate in identifying the main idea.	4.LA.3.1.2 A Participate in identifying the main idea	5.LA.3.1.2 A Participate in identifying the main idea appropriate to the type of writing.	6.LA.3.1.2 A Participate in identifying the main idea appropriate to the type of writing.	7.LA.3.1.2 A Generate a main idea appropriate to the type of writing.	8.LA.3.1.2 A Generate a main idea appropriate to the type of writing.	9.LA.3.1.2 A Generate a main idea appropriate to a type of writing.	10.LA.3.1.2 A Generate a main idea appropriate to a type of writing.	11.LA.3.1.2 A Generate a main idea and/or supporting details appropriate to a type of writing.	12.LA.3.1.2 A Generate a main idea and/or supporting details appropriate to a type of writing.	
			2.LA.3.1.3 A Participate in using strategies for planning and organizing writing.	3.LA.3.1.3 A Use strategies for planning and organizing writing.	4.LA.3.1.3 A Use strategies for planning and organizing writing.	5.LA.3.1.3 A Use strategies for planning and organizing writing.	6.LA.3.1.3 A Use strategies for planning and organizing writing.	7.LA.3.1.3 A Use strategies for planning and organizing writing.	8.LA.3.1.3 A Use strategies for planning and organizing writing.	9.LA.3.1.3 A Use strategies for planning and organizing writing.)	10.LA.3.1.3 A Use strategies for planning and organizing writing.)	11.LA.3.1.3 A Use strategies for planning and organizing writing.	12.LA.3.1.3A Use strategies for planning and organizing writing.	
			2.LA.3.1.4 A Identify an appropriate writing format for audience	3.LA.3.1.4 A Select a writing format template for purpose and audience (e.g. graphic organizer, pictures, objects, etc).	4.LA.3.1.4 A Select a writing format template for purpose and audience (e.g. graphic organizer, pictures, objects, etc).	5.LA.3.1.4 A Identify an appropriate writing format for audience.	6.LA.3.1.4 A Identify an appropriate writing format for audience.	7.LA.3.1.4 A Identify an appropriate writing format to match audience or purpose.	8.LA.3.1.4 A Use an appropriate writing format to match audience or purpose.	9.LA.3.1.4 A Use an appropriate writing format to match audience or purpose.	10.LA.3.1.4 A Use an appropriate writing format to match audience and purpose.	11.LA.3.1.4 A Use an appropriate writing format to match audience and purpose.	12.LA.3.1.4 A Use an appropriate writing format to match audience and purpose.	
				3.LA.3.1.5 A Follow set time periods for producing a piece of writing.	4.LA.3.1.5 A Follow set time periods for producing a piece of writing.	5.LA.3.1.5 A Follow set time periods for producing a piece of writing.	6.LA.3.1.5 A Follow set time periods for producing a piece of writing.	7.LA.3.1.5 A Follow set time periods for producing a piece of writing.	8.LA.3.1.5 A Follow set time periods for producing a piece of writing.	9.LA.3.1.5 A Follow set time periods for producing a piece of writing.	10.LA.3.1.5 A Follow set time periods for producing a piece of writing.	11.LA.3.1.5 A Follow set time periods for producing a piece of writing.	12.LA.3.1.5 A Follow set time periods for producing a piece of writing.	
Goal 3.2: Acquire Skills for Writing a Draft	K.LA.3.2.1 A Generated ideas for a writing topic.	1.LA.3.2.1 A Generated ideas for a writing topic.	2.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	3.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	4.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	5.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	6.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	7.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	8.LA.3.2.1A Use ideas generated in prewriting to write a draft.	9.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	10.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	11.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	12.LA.3.2.1 A Use ideas generated in prewriting to write a draft.	No objectives in Speech.
						5.LA.3.2.2 A Produces a draft with a main idea and supporting details.	6.LA.3.2.2 A Produces a draft with a main idea and supporting details.	7.LA.3.2.2 A Produces a draft with a main idea and supporting details in logical order.	8.LA.3.2.2 A Produces a draft using a template to sequence ideas in logical order.	9.LA.3.2.2 A Produces a draft with a main idea and sequences supporting details.	10.LA.3.2.2 A Produces a draft with a main idea and sequences supporting details.			

IDAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

Standard 3: Writing Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 3.3: Acquire Skills for Revising a Draft	No objectives at this grade level.	1.LA.3.3.1 A With a peer, participate in revising writing.	2.LA.3.3.1 A Revise writing by substituting or retelling text.	3.LA.3.3.1 A Revise draft to enhance meaning.	4.LA.3.3.1A Revise writing to enhance meaning.	5.LA.3.3.1 A Revise writing for clarity and effective sequencing.	6.LA.3.3.1A Revise writing for clarity and effective sequencing.	7.LA.3.3.1 A Revise writing for clarity and effective sequencing.	8.LA.3.3.1 A Revise writing for clarity and effective sequencing.	9.LA.3.3.1 A Revise writing for clarity and effective sequencing.	10.LA.3.3.1 A Revise writing for clarity and effective sequencing.	11.LA.3.3.1 A Revise writing for clarity and effective sequencing.	12.LA.3.3.1 A Revise writing for clarity and effective sequencing.	No objectives in Speech.
			2.LA.3.3.2 A Revise writing by selecting a detail to add to text.	3.LA.3.3.2 A Revise writing by adding to the text.	4.LA.3.3.2 A Revise writing by adding a detail.	5.LA.3.3.2 A Revise writing by adding a detail.	6.LA.3.3.2 A Revise writing by adding a detail.	7.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.	8.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.	9.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.	10.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.	11.LA.3.3.2 A	12.LA.3.3.2 A	
					4.LA.3.3.3 A Use a transition word to indicate sequence.	5.LA.3.3.3 A Use a transition word to indicate sequence.	6.LA.3.3.3 A Use a transition word to indicate sequence.	7.LA.3.3.3 A Use a transition word to improve organization.	8.LA.3.3.3 A Use a transition word to improve organization.	9.LA.3.3.3 A Use a transition word to improve organization.	10.LA.3.3.3 A Use a transition word to improve organization.	11.LA.3.3.3 A	12.LA.3.3.3A	
				3.LA.3.3.3 A Revise writing by substituting words to clarify meaning.	4.LA.3.3.4 A Revise writing by rearranging words or sentences to clarify meaning.	5.LA.3.3.4 A Revise writing by substituting words to clarify meaning.	6.LA.3.3.4 A Revise writing by substituting words or sentences to enhance style.	7.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	8.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	9.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	10.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	11.LA.3.3.4 A	12.LA.3.3.4 A	
				3.LA.3.3.4 A Use a literary model in a piece of writing.	4.LA.3.3.5 A Use a literary model in a piece of writing.	5.LA.3.3.5 A Use a literary model in a piece of writing.	6.LA.3.3.5 A Use a literary model in a piece of writing.	7.LA.3.3.5 A Use a literary model in a piece of writing.	8.LA.3.3.5 A Use a literary model in a piece of writing.	9.LA.3.3.5 A Use a literary model in a piece of writing.	10.LA.3.3.5 A Use a literary model in a piece of writing.	11.LA.3.3.5 A	12.LA.3.3.5 A	
			2.LA.3.3.3 A Participate in strategies to revise writing (e.g. peer or teacher conferences)	3.LA.3.3.5 A Use strategies to guide the revision process.	4.LA.3.3.6 A Use strategies to guide the revision process.	5.LA.3.3.6 A Use strategies to guide the revision process.	6.LA.3.3.6 A Use strategies to guide the revision process.	7.LA.3.3.6 A Conference with others to guide the revision process.	8.LA.3.3.6 A Conference with others to guide the revision process.	9.LA.3.3.6 A Conference with others to guide the revision process.	10.LA.3.3.6 A Conference with others to guide the revision process.	11.LA.3.3.6 A Conference with others to guide the revision process.	12.LA.3.3.6 A Conference with others to guide the revision process.	

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Standard 3: Writing Process (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 3.4: Acquire Skills for Editing a Draft	No objectives at this level.	1.LA.3.4.1 A With assistance, check draft for errors.	2.LA.3.4.1A With assistance, check draft for errors.	3.LA.3.4.1 A Edit the draft for errors.	4.LA.3.4.1 A Edit the draft for errors.	5.LA.3.4.1 A Edit the draft for errors using common edit marks.	6.LA.3.4.1 A Edit the draft for errors using common edit marks.	7.LA.3.4.1 A Edit for errors using common edit marks.	8.LA.3.4.1 A Edit for errors using common edit marks.	9.LA.3.4.1 A Edit for errors using common edit marks.	10.LA.3.4.1 A Edit for errors using common edit marks.	11.LA.3.4.1A Edit for errors using common edit marks.	12.LA.3.4.1A Edit for errors using common edit marks.	No objectives in Speech.
										9.LA.3.4.2 A Edit for errors.	10.LA.3.4.2 A Edit for errors.	11.LA.3.4.2 A Edit for errors.	12.LA.3.4.2 A Edit for errors.	
Goal 3.5: Acquire Skills to Publish Writing	K.LA.3.5.1 A Publish a draft with assistance.	1.LA.3.5.1 A Publish a draft with assistance.	2.LA.3.5.1 A Publish a draft with assistance.	3.LA.3.5.1 A Publish a draft with assistance.	4.LA.3.5.1 A Publish a draft with assistance.	5.LA.3.5.1 A Publish a piece of writing.	6.LA.3.5.1 A Publish a piece of writing.	7.LA.3.5.1 A Publish a piece of writing for a purpose.	8.LA.3.5.1 A Publish a piece of writing for a purpose and audience.	9.LA.3.5.1 A Publish improved piece of writing.	10.LA.3.5.1 A Publish improved piece of writing.	11.LA.3.5.1 A Publish improved piece of writing.	12.LA.3.5.1 A Publish improved piece of writing	No objectives in Speech.
	K.LA.3.5.2A Share writing with intended audience.	1.LA.3.5.2A Share writing with intended audience.	2.LA.3.5.2 A Share writing with intended audience.	3.LA.3.5.2 A Share writing with intended audience.	4.LA.3.5.2 A Share writing with intended audience.	5.LA.3.5.2A Share writing with intended audience	6.LA.3.5.2 A Share writing with intended audience	7.LA.3.5.2 A Use graphics to convey meaning in a piece of writing.	8.LA.3.5.2 A Use graphics to convey meaning in a piece of writing.	9.LA.3.5.2 A Share writing with intended audience	10.LA.3.5.2 A Share writing with intended audience	11.LA.3.5.2 A Share writing with intended audience	12.LA.3.5.2 A Share writing with intended audience	
								7.LA.3.5.3 A Use appropriate technology to create a final draft.	8.LA.3.5.3 A Use appropriate technology to create a final draft.	9.LA.3.5.3 A Use appropriate technology to create a final draft				
									8.LA.3.5.4 A Share writing with intended audience					

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Standard 4: Writing Applications

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills	K.LA.4.1.1 A Participate in creating personal experience narratives by dictating, drawing, objects, or writing.	1.LA.4.1.1 A Write and/or share narratives based on personal experience.	2.LA.4.1.1 A Write and/or share narratives based on personal experience.	3.LA.4.1.1 A Write and/or share narratives based on personal experience.	4.LA.4.1.1 A Write and/or share narratives based on personal experience.	5.LA.4.1.1 A Write short narrative that includes a specific action, setting, and/or character(s).	6.LA.4.1.1 A Write and/or share narratives using a standard plot.	7.LA.4.1.1 A Write and/or share narratives based on personal events.	8.LA.4.1.1 A Write and/or share narratives based on specific personal events.	9.LA.4.1.1 A Write and/or share narratives based on another person's experience.	10.LA.4.1.1 A Write and/or share narratives that describe a specific action or feeling.	11.LA.4.1.1 A Write and/or share narratives based on personal experience or another person's experiences.	12.LA.4.1.1 A Write and/or share narratives about personal beliefs.	No objectives in Speech.
	K.LA.4.1.2.A Participate in repeating/ copying simple rhymes, poems, or songs.	1.LA.4.1.2.A Participate in repeating/ copying simple rhymes, poems, or songs.	2.LA.4.1.2 A Copy simple rhymes, poems, or songs.	3.LA.4.1.2 A Write rhymes or poems using a template.	4.LA.4.1.2 A Write expressive works that include precise word choices.	5.LA.4.1.2 A Write expressive works that include sensory details.	6.LA.4.1.2 A Copies expressive text that includes sensory details or figurative language.	7.LA.4.1.2 A Creates simple works that include descriptive words or figurative language.	8.LA.4.1.2 A Creates simple works that include descriptive words or figurative language.	9.LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.	10.LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.	11.LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.	12/LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.	
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills	K.LA.4.2.1A Participate in creating brief communications of real objects or persons by dictating, drawing, objects, or writing	1.LA.4.2.1 A Participate in creating written communications (e.g., thank you notes, invitations) by dictating, drawing, or writing.	2.LA.4.2.1 A Participate in writing a friendly letter.	3.LA.4.2.1 A Participate in creating a letter by dictating, drawing, or writing.	4.LA.4.2.1 A Write a simple letter and address an envelope.	5.LA.4.2.1 A Write simple technical text.	6.LA.4.2.1 A Write simple technical text that identifies a sequence.	7.LA.4.2.1 A Compose text that identifies a sequence of activities or processes.	8.LA.4.2.1 A Compose text that identifies a sequence of activities or processes.	9.LA.4.2.1A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	10.LA.4.2.1 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	11.LA.4.2.1 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	12.LA.4.2.1 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	No objectives in Speech.
		1.LA.4.2.2 A Participate in writing brief observations of real objects, persons, or events.	2.LA.4.2.2 A Participate in writing brief observations of real objects, persons, or events.	3.LA.4.2.2 A Participate in writing brief observations of real objects, persons, places, or events.	4.LA.4.2.2 A Participate in writing a report that includes a main idea and facts about a topic.	5.LA.4.2.2 A Participate in writing a report that includes a main idea and facts about a topic.	6.LA.4.2.2 A Participate in writing brief observations of events or processes.	7.LA.4.2.2 A Participate in writing a brief research report with main idea and 2 details compiled through a research process.	8.LA.4.2.2 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.	9.LA.4.2.2 A Participate in writing a brief research report with main idea and 3 details compiled through a research process.	10.LA.4.2.2 A Compose a brief research report with main idea and 3 details compiled through a research process.	11.LA.4.2.2 A Compose a brief research report with main idea and 3 details compiled through a research process.	12.LA.4.2.2 A Compose a brief research report with main idea and 3 details and document a source compiled through a research process.	

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Standard 4: Writing Applications (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 4.2: Acquire Expository (Informational/Research) Writing Skills <i>(continued from previous page)</i>										9.LA.4.2.3 A Compose text that identifies a sequence of activities or processes.	10.LA.4.2.3 A Write job applications.	11.LA.4.2.3 A Compose text that identifies a sequence of activities or processes.	12.LA.4.2.3 A Compose text that identifies a sequence of activities or processes.	
Goal 4.3: Acquire Persuasive Writing Skills					4.LA.4.3.1 A Write a persuasive statement to support a position.	5.LA.4.3.1 A Write a persuasive statement to support a position.	6.LA.4.3.1 A Write a persuasive statement to support a position.	7.LA.4.3.1 A Write a persuasive statement to support a position.	8.LA.4.3.1 A Write a persuasive statement to support a position.	9.LA.4.3.1 A Write a persuasive statement to support a position.	10.LA.4.3.1 A Write a persuasive statement to support a position.	11.LA.4.3.1 A Write a persuasive statement to refute a position.	12.LA.4.3.1 A Write a persuasive statement to refute a position.	No objectives in Speech.

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Standard 4: Writing Applications (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 4.4: Acquire Skills for Literary Response	K.LA.4.4.1 A Participate in writing or drawing a personal response to literary selections.	1.LA.4.4.1 A Participate in writing or drawing a personal response to literary selections.	2.LA.4.4.1 A Participate in writing or drawing a response to literary selections.	3.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a personal response that identifies a text connection.	4.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a personal response that identifies a text connection.	5.LA.4.4.1 A Participate in writing (drawing, pictures, objects) responses to literary selections.	6.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	7.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	8.LA.4.4.1 A Identify an author's style.	9.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	10.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	11.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	12.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.	No objectives in Speech.
	K.LA.4.4.2 A Respond to text read aloud.	1.LA.4.4.2 A Respond about a character from text read aloud.	2.LA.4.4.2 A Respond about a character or main idea from text read aloud.	3.LA.4.4.2 A Participate in writing responses to the plot of literary selections.	4.LA.4.4.2 A Participate in writing responses to the plot of literary selections.	5.LA.4.4.2 A Participate in writing responses to literature that identifies the plot.	6.LA.4.4.2 A Participate in writing responses to literature that identifies the purpose of a selection.	7.LA.4.4.2 A Compose a short summary of a literary selection with beginning, middle, and end.	8.LA.4.4.2 A Participate in writing or drawing a response to an author's style.	9.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.	10.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.	11.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.	12.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.	

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Standard 5: Writing Components

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 5.1: Acquire Handwriting Skills	K.LA.5.1.1 A Produce legible upper or lower case letters of the alphabet.	1.LA.5.1.1 A Produce legible writing.	2.LA.5.1.1 A Produce legible writing.	3.LA.5.1.1 A Write fluently and legibly.	4.LA.5.1.1 A Write fluently and legibly.	5.LA.5.1.1 A Write fluently and legibly.	6.LA.5.1.1 A Write fluently and legibly.	7.LA.5.1.1 A Write fluently and legibly.	8.LA.5.1.1 A Write fluently and legibly.	9.LA.5.1.1 A No objectives at this grade level.	10.LA.5.1.1 A No objectives at this grade level.	11.LA.5.1.1 A No objectives at this grade level.	12.LA.5.1.1 A No objectives at this grade level.	No objectives in Speech.
Goal 5.2: Acquire Spelling Skills	K.LA.5.2.1 A Participate in spelling first name.	1.LA.5.2.1 A Participate in spelling first name.	2.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	3.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	4.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	5.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	6.LA.5.2.1 A Demonstrate spelling skills with high frequency words.	7.LA.5.2.1 A Demonstrate spelling skills with high frequency words and content area words.	8.LA.5.2.1 A Demonstrate spelling skills with high frequency words and content area words.	9.LA.5.2.1 A No objectives at this grade level.	10.LA.5.2.1 A No objectives at this grade level.	11.LA.5.2.1 A No objectives at this grade level.	12.LA.5.2.1 A No objectives at this grade level.	No objectives in Speech.
	K.LA.5.2.2 A Participate in invented spelling.	1.LA.5.2.2 A Participate in invented spelling.	2.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	3.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	4.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	5.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	6.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	7.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.	8.LA.5.2.2 A Spell simple, phonetically regular words with common spelling patterns.					
			2.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	3.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	4.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	5.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	6.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	7.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.	8.LA.5.2.3 A Apply spelling rules to spell words correctly or identify words spelled accurately.					
Goal 5.3: Acquire Skills for Sentence Structure	K.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	1.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	2.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	3.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	4.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	5.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought.	6.LA.5.3.1 A Use pictures, words, or symbols to express a complete thought with subject and verb.	7.LA.5.3.1 A Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, imperative).	8.LA.5.3.1 A Use pictures, words, or symbols to express different structures of sentences (simple and compound).	9.LA.5.3.1 A Use pictures, words, or symbols to express varied sentence types.	10.LA.5.3.1 A Use pictures, words, or symbols to express varied sentence types.	11.LA.5.3.1 A Use pictures, words, or symbols to express varied sentence types.	12.LA.5.3.1 A Use pictures, words, or symbols to express varied sentence types.	No objectives in Speech.
		1.LA.5.3.2 A Identify nouns or verbs.	2.LA.5.3.2 A Identify noun and verb agreement.	3.LA.5.3.2 A Use past and present verb tenses, including irregular verbs.	4.LA.5.3.2 A Identify: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns 	5.LA.5.3.2 A Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions 	6.LA.5.3.2 A Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions 	7.LA.5.3.2 A Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions 	8.LA.5.3.2 A Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions 	9.LA.5.3.2 A Edit for fluency in writing.	10.LA.5.3.2 A Edit for fluency in writing.	11.LA.5.3.2 A Edit for fluency in writing.	12.LA.5.3.2 A Edit for fluency in writing.	

DAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

Standard 5: Writing Components (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 5.4: Acquire Skills for Using Conventions	K.LA.5.4.1 A Identify capital letter for use in first name.	1.LA.5.4.1 A Demonstrate use of capitalization skill with a first name.	2.LA.5.4.1 A Demonstrate use of capitalization skills: names	3.LA.5.4.1 A Demonstrate use of capitalization skills: holidays	4.LA.5.4.1 A Demonstrate use of capitalization skills: places	5.LA.5.4.1 A Demonstrate use of capitalization skills.	6.LA.5.4.1 A Demonstrate use of capitalization skills.	7.LA.5.4.1 A Demonstrate use of capitalization skills.	8.LA.5.4.1 A Demonstrate use of capitalization skills.	9.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in simple and compound sentences.	10.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	11.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	12.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences.	No objectives in Speech.
		1.LA.5.4.2 A Identify end marks in simple sentences.	2.LA.5.4.2 A Identify use of punctuation skills: period and question mark	3.LA.5.4.2 A Demonstrate use of punctuation skills: Commas in dates, addresses, or letters	4.LA.5.4.2 A Demonstrate use of punctuation skills: comma in a direct address ("Dear John,")	5.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. period, question mark, colon, quotation marks).	6.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. quotation marks in dialogue).	7.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. parentheses or commas in lists)	8.LA.5.4.2 A Demonstrate use of punctuation skills (e.g. parentheses or commas)	9.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.	10.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.	11.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.	12.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.	

IDAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

Standard 6: Communication

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 6.1: Acquire Listening Skills	K.LA.6.1.1A Demonstrate simple listening skills using eye contact and maintaining attention to speaker.	1.LA.6.1.1 A Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	2.LA.6.1.1 A Demonstrate effective and appropriate listening skills to obtain information or to enjoy.	3.LA.6.1.1 A Listen to acknowledge the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	4.LA.6.1.1 A Listen to distinguish between a speaker's opinion and facts.	5.LA.6.1.1 A Listen to interpret a speaker's verbal messages.	6.LA.6.1.1 A Listen in order to briefly summarize information.	7.LA.6.1.1 A Develop appropriate interpersonal listening skills (e.g., eye contact, body language).	8.LA.6.1.1 A Listen to gain information from a variety of electronic or live sources.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.
	K.LA.6.1.2A Listen for specific answers in order to respond to questions.	1.LA.6.1.2 A Listen for specific answers in order to respond to questions.	2.LA.6.1.2 A Listen for specific answers in order to respond to questions.	3.LA.6.1.2 A Listen for answers to specific questions from information presented orally.	4.LA.6.1.2 A Listen and respond to similarities and differences in various oral presentations.	5.LA.6.1.2 A Listen and responds to symbolic expressions with evidence and examples.	6.LA.6.1.2 A Listen attentively and respond to the speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) and the nonverbal message (e.g., posture and gesture).	7.LA.6.1.2 A Listen to determine the speaker's feeling toward the subject.	8.LA.6.1.2 A Listen to determine whether the speaker has presented slanted or biased material.					9-12.Spch.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject.
	K.LA.6.1.3 Listen to understand and follow one step spoken directions.	1.LA.6.1.3 A Listen and follow one and two-step oral directions.	2.LA.6.1.3 A Listen and follow one and two-step oral directions.	3.LA.6.1.3 A Listen and follow simple oral directions.			6.LA.6.1.3A Listen to identify the emotion conveyed in oral communications.	7.LA.6.1.3 A Listen attentively to make decisions about purpose and content of verbal communication and nonverbal cues.						9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.
														9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.

IDAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

Standard 6: Communication (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 6.1: Acquire Listening Skills <i>(continued from previous page)</i>	K.LA.6.1.4 A Listen to gain information from others.	1.LA.6.1.4 A Listen to gain information from others.	2.LA.6.1.4 A Listen to gain information from others.	3.LA.6.1.4 A Listen to repeat information from a variety of sources.	4.LA.6.1.3 A Listen to gain information from a variety of sources.	5.LA.6.1.3 A Listen to gain information from a variety of sources.	6.LA.6.1.4 A Listen to gain information from a variety of sources.	7.LA.6.1.4 A Listen to acquire and summarize information from a source.						9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).
Goal 6.2: Acquire Speaking Skills	K.LA.6.2.1 A Share information and ideas in complete thoughts.	1.LA.6.2.1 A Ask questions.	2.LA.6.2.1 A Ask questions about stories.	3.LA.6.2.1 A Ask questions about stories.	4.LA.6.2.1 A Ask questions and respond to questions.	5.LA.6.2.1 A Ask questions to seek information.	6.LA.6.2.1 A Ask questions to acquire information.	7.LA.6.2.1 A Ask questions to elicit information from a speaker.	8.LA.6.2.1 A Paraphrase a speaker's point of view and ask questions concerning the speaker's content and feeling toward the subject.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	Objectives included in Grade 9-12 Speech.	9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.
	K.LA.6.2.2 A Name one object that is related to a concept: • Name the category in which the object belongs. • Name a function of the object. • Name one attribute.	1.LA.6.2.2 A Restate a simple one-step direction.	2.LA.6.2.2 A Repeat information that has been shared orally by others.	3.LA.6.2.2 A Repeat information that has been shared orally by others.	4.LA.6.2.2 A Initiate interactions to deliver information about an idea or event.	5.LA.6.2.2 A Initiate interactions to deliver information about an idea or event.	6.LA.6.2.2A Emphasize important information in interactions with others.	7.LA.6.2.2 A Deliver informative presentations that: • Deliver relevant information about a focused topic. • Appeal to the interests of the audience. • Use strategies to make the presentation engaging to the audience.	8.LA.6.2.2 A Deliver oral summaries of articles that: • Include the main ideas • State ideas in own words					9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
		1.LA.6.2.3 A Stay on topic when speaking.	2.LA.6.2.3 A Stay on topic when speaking.	3.LA.6.2.3 A Participate in simple oral presentations with a clear focus.	4.LA.6.2.3 A Participate in oral presentations to maintain a clear focus.	5.LA.6.2.3 A Maintain an interaction that has a clear focus.	6.LA.6.2.3 A Organize oral presentations.	7.LA.6.2.3 A Organize oral presentations to maintain a clear focus.	8.LA.6.2.3 A Organize oral presentations to maintain a clear focus.					9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

IDAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

Standard 6: Communication (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 6.2: Acquire Speaking Skills <i>(continued from previous page)</i>	K.LA.6.2.3A Participate in reciting short poems, rhymes, and songs.	1.LA.6.2.4 A Recite short poems, rhymes, and songs.	2.LA.6.2.4 A Retell experiences that follow a simple sequence of events.	3.LA.6.2.4 A Retell stories or experiences that follow a simple sequence of events.	4.LA.6.2.4 A Deliver narrative (story) presentations to convey memories about an event or experience.	5.LA.6.2.4 A Use communication system to convey important events and details.	6.LA.6.2.4 A Deliver narrative presentations that include context and a point of view.	7.LA.6.2.4 A Deliver narrative presentations that include sensory details and establish a plot.	8.LA.6.2.4 A Deliver persuasive presentations that: <ul style="list-style-type: none"> • Include a position on the topic. • Differentiate fact from opinion and support arguments with examples 					9-12.Spch.6.2.4 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.
	K.LA.6.2.4 A Tell an experience in a 2-step sequence.	1.LA.6.2.5 A Use descriptive words when speaking about people and things.	2.LA.6.2.5 A Communicate at an appropriate pace for the type of communication (e.g., informal discussion, report to the class).	3.LA.6.2.5 A Speak clearly (verbal, sign, augmentative device) at an appropriate pace for the type of communication (e.g., request, refusal, greeting, report to the class, etc).	4.LA.6.2.5 A Engage the audience with appropriate words, facial expressions, or gestures.	5.LA.6.2.5 A Use communication techniques to maintain audience interest.	6.LA.6.2.5 A Use appropriate verbal or nonverbal techniques to maintain audience interest.	7.LA.6.2.5 A Use appropriate verbal or nonverbal techniques to maintain audience interest.	8.LA.6.2.5 A Use appropriate techniques that include effective verbal and non-verbal communication.					9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.
							6.LA.6.2.6 A Deliver oral responses to literature.	7.LA.6.2.6 A Deliver oral response to literature that: <ul style="list-style-type: none"> • Interpret a reading. • Connect personal responses to specific textual references. 	8.LA.6.2.6 A Deliver oral response to literature that: <ul style="list-style-type: none"> • Interpret a reading. • Connect personal responses to specific textual references. 					9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.
														9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.

**IDAHO EXTENDED CONTENT STANDARDS
LANGUAGE ARTS**

Standard 6: Communication (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 6.2: Acquire Speaking Skills <i>(continued from previous page)</i>														
														9-12.Spch.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
														9-12.Spch.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion.
														9-12.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media.

**IDAHO EXTENDED CONTENT STANDARDS
LANGUAGE ARTS**

Standard 6: Communication (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 Speech
Goal 6.3: Acquire Viewing Skills <i>(continued from previous page)</i>						5.LA.6.3.5 A Use multiple visual tools to produce print or non-print visuals.	6.LA.6.3.5 A Use a variety of resources to produce visuals in order to communicate to an audience.	7.LA.6.3.5 A Use a variety of resources to produce visuals in order to communicate to an audience.	8.LA.6.3.5 A Use a variety of resources to produce visuals that deliver information.					9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.1: Understand and use numbers.	K.M.1.1.1A Recognize symbolic expressions as numbers	1.M.1.1.1A Indicate recognition of various #'s in environments	2.M.1.1.1A Demonstrate knowledge of the numeration system by counting forward by 1's								
	K.M.1.1.2A Demonstrate 1:1 correspondence	1.M.1.1.2A Communicate and demonstrate physical representations for numbers up to 5.	2.M.1.1.2A Communicate and demonstrate whole numbers in order up to 10	3.M.1.1.1 A Identify whole numbers in order up to 30, using a number line when necessary	4.M.1.1.1A Communicate and demonstrate whole numbers in order up to 50, using a number line or chart when necessary.	5.M.1.1.1 A Communicate and demonstrate whole numbers to 100 and decimal numbers to hundredths.	6.M.1.1.1A Recognize the magnitude of difference between small and large whole numbers.	7.M.1.1.1A Recognize the magnitude of difference between small and large whole numbers and decimals.	8.M.1.1.1 A Recognize the magnitude of difference between small and large fractions.	9.M.1.1.1A Recognize the magnitude of difference between small and large percents.	10.M.1.1.1 A Compare magnitudes and relative magnitudes of whole numbers, decimals, fractions, and percents.
		1.M.1.1.3A Show the symbolic representation of the ones place value.	2.M.1.1.3A Show the symbolic representation of the tens place value.	3.M.1.1.2A Identify place value of numbers through 30	4.M.1.1.2 A Identify place value of numbers through 50.	5.M.1.1.2A Identify place value for whole numbers to 100 and decimal numbers to hundredths.	6.M.1.1.2 A Recognize corresponding common fractions and decimals	7.M.1.1.2A Recognize corresponding common fractions and percents.	8.M.1.1.2 A Identify the parts of a ratio in real world situations	9.M.1.1.2 A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations.	10.M.1.1.2A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations.
	K.M.1.1.3A Identify coins as money	1.M.1.1.4A Sort coins by identity.	2.M.1.1.4 A Identify and demonstrate the value of pennies and nickels	3.M.1.1.3 A Sort coins and one bills by identity and value.	4.M.1.1.3 A Count the value of a collection of pennies nickels and dimes up to \$1.00	5.M.1.1.3A Sort dollar denominations and use whole dollar estimation up to \$10.00					
				3.M.1.1.4 A Recognize commonly used fractions using concrete materials.	4.M.1.1.4A Communicate and demonstrate commonly used fractions with symbolic representations.	5.M.1.1.4A Compare commonly used fractions with symbolic representations					
							6.M.1.1.3A Create a number line with positive numbers.	7.M.1.1.3A Create a number line with positive rational numbers.	8.M.1.1.3 A Identify position of positive rational numbers on a number line.		
					4.M.1.1.5A The student will recognize the value of common coins and the dollar.	5.M.1.1.5A Match simple, equivalent units of measurement in the U.S. Customary system.	6.M.1.1.4A Match basic equivalent decimals and fractions, ie .25 = 1/4	7.M.1.1.4A Recognize exponents as a representation of a very large number.	8.M.1.1.4A Recognize exponents as a representation of a very large number.	9.M.1.1.3 A Recognize exponents as a representation of a very large number.	10.M.1.1.3A Recognize exponents as a representation of a very large number.
										9.M.1.1.4A	10.M.1.1.4A

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.1: Understand and use numbers. <i>(continued from previous page)</i>						5.M.1.1.6 A Use repeated addition to demonstrate prime numbers in multiplication.	6.M.1.1.5 A Use repeated addition to demonstrate prime numbers or factorization in multiplication.	7.M.1.1.5 A Use repeated addition models to match the Least Common Multiple (LCM) and the Greatest Common Factor (GCF).	8.M.1.1.5 A Use repeated addition models to demonstrate primes, composites, prime factorization, LCM, or GCF.	9.M.1.1.5 A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples.	10.M.1.1.5 A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples.
	K.M.1.1.4A Identify a problem that can be solved.	1.M.1.1.5 Given options, match the appropriate solution to solve a problem.	2.M.1.1.5 A Demonstrate the ability to solve simple problems.	3.M.1.1.5 A Recognize and demonstrate the appropriate problem solving strategy to solve problems.	4.M.1.1.6A Choose appropriate application to solve a problem.	5.M.1.1.7A Choose appropriate application to solve a problem.	6.M.1.1.6 A Recognize and demonstrate the appropriate problem solving strategy to solve a multi-step problem.	7.M.1.1.6A Identify pertinent information needed to solve a one-step problem.	8.M.1.1.6 A Identify pertinent information needed to solve a multi-step problem.		
							6.M.1.1.7 A Identify positive and negative numbers in real-world situations.	7.M.1.1.7 A Identify positive and negative numbers in real-world situations	8.M.1.1.7 A Identify positive and negative numbers in real-world situations		
	K.M.1.1.5A Attend to appropriate math vocabulary terms, i.e. more, less, next, first.	1.M.1.1.6A Attend to appropriate math vocabulary terms.	2.M.1.1.6A Attend to appropriate math vocabulary terms.	3.M.1.1.6 A Recognize appropriate math vocabulary terms.	4.M.1.1.7A Recognize appropriate vocabulary.	5.M.1.1.8 A Recognize appropriate vocabulary.	6.M.1.1.8 A Use appropriate vocabulary.	7.M.1.1.8 A Use appropriate vocabulary.	8.M.1.1.8 A Use appropriate vocabulary.	9.M.1.1.6 A Use appropriate vocabulary.	10.M.1.1.6A Use appropriate vocabulary.
Goal 1.2: Perform computations accurately.	K.M.1.2.1A Demonstrate knowledge of the concept more or less	1.M.1.2.1 A Use objects, pictures, or symbolic systems to explore addition or subtraction	2.M.1.2.1A Use objects, pictures, or symbolic systems to explore addition or subtraction problems to 10	3.M.1.2.1 A Use objects, pictures, or symbolic systems to solve addition or subtraction problems to 18	4.M.1.2.1A Explore single digit multiplication for 1's – 5's through symbolic concrete systems	5.M.1.2.1A Explore single digit multiplication for 1's – 10's through symbolic concrete systems	6.M.1.2.1A Introduce the use of a multiplication chart to solve multiplication and division problems.	7.M.1.2.1 A Match common equivalent fractions, decimals, and percents i.e. half (1/2, .50 or 50%)	8.M.1.2.1A Match common equivalent fractions, decimals, and percents i.e. halves, fourths, and tenths.		
		1.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to five.	2.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to ten.	3.M.1.2.2 A Explore adding and subtracting with regrouping using manipulatives.	4.M.1.2.2 A Add and subtract whole numbers, with or without the use of manipulatives.	5.M.1.2.2 A Identify numbers with decimals have a part of a whole, e.g. money using coins and dollars	6.M.1.2.2 A Add, subtract, multiple, or divide single digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives.	7.M.1.2.2 A Add, subtract, multiple or divide single digit whole numbers or positive integers, with or without the use of a calculator or manipulatives.	8.M.1.2.2 A Add, subtract, multiple, and divide rational numbers, with or without the use of a calculator or manipulatives.		
			2.M.1.2.3A Count three groups of objects, pictures or symbolic system to identify total quantity up to five.	3.M.1.2.3A Count three groups of objects, pictures or symbolic system to identify total quantity up to ten.							
		1.M.1.2.3A Recognize the concept of subtraction (less) using concrete objects, pictures, or symbols.	2.M.1.2.4 A Use manipulatives for adding/subtracting.	3.M.1.2.4 A Explore multiplication through the manipulation of adding repeated sets	4.M.1.2.3 A Explore multiplication through the manipulation of adding repeated sets and division by separating sets into equal parts	5.M.1.2.3 A Explore division through the manipulation of dividing a whole into repeated equal sets		7.M.1.2.3 A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items, use a tray to count multiples of equal groups.	8.M.1.2.3A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items, use a tray to count multiples of equal groups.		
					4.M.1.2.4 A Identify that "a whole" can be divided to create "smaller pieces" and the pieces can be added to create a whole again.	5.M.1.2.4 A Recognize common small pieces or fractions to fourths can be subtracted from the whole.					

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.2: Perform computations accurately. <i>(continued from previous page)</i>					4.M.1.2.5 A Demonstrate knowledge to add a collection of dollars using the decimal point symbol						
						5.M.1.2.5A Solve single addition and subtraction problems that include parentheses, using calculator or manipulatives if necessary.	6.M.1.2.3 A Solve single digit addition and subtraction problems using an order of operations, with or without calculators or manipulatives	7.M.1.2.4 A Solve single digit addition, subtraction and multiplication problems that include parentheses, using calculator or manipulatives if necessary.	8.M.1.2.4A Solve single digit addition, subtraction and multiplication problems using an order of operations, with or without calculator or manipulatives.	9.M.1.2.1 A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives.	10.M.1.2.1 A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives.
				3.M.1.2.5 A Use concrete objects or symbolic systems to solve addition and subtraction problems	4.M.1.2.6 A Use concrete objects or symbolic systems to solve addition and subtraction problems	5.M.1.2.6A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems	6.M.1.2.4 A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems	7.M.1.2.5 A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems	8.M.1.2.5 A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems		
				3.M.1.2.6 A Select appropriate operations to solve one step addition or subtraction word or symbolic problems.	4.M.1.2.7A Select appropriate operations to solve one step addition or subtraction word or symbolic problems	5.M.1.2.7A Use a variety of strategies to solve real life problems.	6.M.1.2.5A Use a variety of strategies to solve real life problems.	7.M.1.2.6 A Use a variety of strategies to solve real life problems.	8.M.1.2.6 A Use a variety of strategies to solve real life problems.		
	K.M.1.2.2A Attend to appropriate math vocabulary terms	1.M.1.2.4A Attend to appropriate math vocabulary terms	2.M.1.2.5 A Attend to appropriate math vocabulary terms	3.M.1.2.7 A Recognize appropriate math vocabulary terms	4.M.1.2.8A Recognize appropriate vocabulary.	5.M.1.2.8 A Recognize appropriate vocabulary.	6.M.1.2.6 A Use appropriate vocabulary.	7.M.1.2.7 A Use appropriate vocabulary.	8.M.1.2.7A Use appropriate vocabulary.		
Goal 1.3: Estimate and judge reasonableness of results.	K.M.1.3.1 A Match objects of corresponding size	1.M.1.3.1 A Identifying objects of corresponding size	2.M.1.3.A Estimate a quantity of objects when shown a set of 10.	3.M.1.3.1A Estimate to predict sums and differences.	4.M.1.3.1A Estimate to predict sums and differences	5.M.1.3.1A Estimate to predict results or amounts.	6.M.1.3.1A Estimate to predict results or amounts.	7.M.1.3.1A Use estimation to select a reasonable answer to a real world problem involving whole numbers.	8.M.1.3.1A Use estimation to select a reasonable answer to a real world problem involving whole numbers.		
	K.M.1.3.2 A Attend to quantity or size of objects during estimation activities.	1.M.1.3.2 A Attend to quantity or size of objects during estimation activities.	2.M.1.3.2 A Use estimation skills or determine reasonableness across daily activities.	3.M.1.3.2 A Use estimation to evaluate reasonableness of a sum.	4.M.1.3. A Use estimation skills across daily activities.	5.M.1.3.2A Identify daily activities where estimation is appropriate.	6.M.1.3.2 A Identify daily activities where estimation is appropriate.	7.M.1.3.2 A Identify daily activities where estimation is appropriate.	8.M.1.3.2 A Identify daily activities where estimation is appropriate.	9.M.1.3.1 A Identify daily activities where estimation is appropriate.	10.M.1.3.1 A Identify daily activities where estimation is appropriate.
						5.M.1.3.3.A Determine over and under estimations in daily living activities.	6.M.1.3.3 A Determine over and under estimations in daily living activities.	7.M.1.3.3 A Explore over and under estimation through daily living activities.	8.M.1.3.3 A Explore over and under estimation through daily living activities.	9.M.1.3.2 A Explore over and under estimation through daily living activities.	10.M.1.3.2 A Explore over and under estimation through daily living activities.
				3.M.1.3.3A Investigate the use of a calculator to solve simple problems.	4.M.1.3.3A Investigate the use of a calculator to solve problems	5.M.1.3.4 A Use a calculator to solve problems.	6.M.1.3.4A Use a calculator to solve problems.	7.M.1.3.4 A Use assistive technology to solve problems	8.M.1.3.4A Use assistive technology to solve problems		

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 1.3: Estimate and judge reasonableness of results. <i>(continued from previous page)</i>						5.M.1.3.5 A Formulate a guess to a problem.	6.M.1.3.5 A Formulate a guess to a problem.	7.M.1.3.5 A Formulate a guess to a problem and then show why it seems to be true.	8.M.1.3.5A Formulate a guess to a problem and then show why it seems to be true.		
	K.M.1.3.3 A Attend to appropriate vocabulary.	1.M.1.3.3 A Attend to appropriate vocabulary.	2.M.1.3.3A Attend to appropriate vocabulary.	3.M.1.3.4A Recognize appropriate vocabulary.	4.M.1.3.4 A Recognize appropriate vocabulary.	5.M.1.3.6A Recognize appropriate vocabulary.	6.M.1.3.6 A Use appropriate vocabulary.	7.M.1.3.6A Use appropriate vocabulary.	8.M.1.3.6 A Use appropriate vocabulary.		

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 2: Concepts and Principles of Measurement

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 2.1: Understand and use U.S. customary and metric measurements.	K.M.2.1.1A Match sizes of objects (e.g., longer, shorter, larger, smaller).	1.M.2.1.1 A Match sizes of objects given an attribute (e.g., longer, shorter, larger, smaller).	2.M.2.1.1 A Compare objects given and attribute, eg. lengths sizes, weight, time	3.M.2.1.1 A Use appropriate tools or non-standard units to measure length or temperature	4.M.2.1.1A Identify the standard tools to make formal measurements of length, time, temperature, and weight.	5.M.2.1.1A Select the appropriate units and tools to make formal measurements of length, temperature, weight.	6.M.2.1.1A Select and use appropriate units and tools to make formal measurements.	7.M.2.1.1A Select and use appropriate units and tools to make formal measurements.	8.M.2.1.1A Select and use appropriate units and tools to make formal measurements.		
	K.M.2.1.2A Estimate an attribute of an object.	1.M.2.1.2A Estimate an attribute of an object using non-standard units, i.e. as big as..., same size as....	2.M.2.1.2A Estimate time using non-standard or standard units.	3.M.2.1.2 A Estimate time and weight using non-standard or standard units in real world problems.	4.M.2.1.2 A Estimate length, time, weight, and temperature in real-world problems.	5.M.2.1.2A Estimate length, time, weight, and temperature in real-world problems .	6.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	7.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	8.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.		
		1.M.2.1.3 A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	2.M.2.1.3 A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	3.M.2.1.3 A Identify time of day by activity – e.g. morning before school, schooltime, after school, after dinner	4.M.2.1.3A Match time to a specific activity (e.g. bell or board schedule)	5.M.2.1.3 A Tell time using a digital or analog clock.					
			2.M.2.1.4 A Select the most appropriate activity given the time of the day.	3.M.2.1.4 A Identify real world problems related to time.	4.M.2.1.4 A Identify real-world problems related to time.	5.M.2.1.4A Identify real world problems related to elapsed time.	6.M.2.1.3 A Identify real world problems related to elapsed time.				
								7.M.2.1.3 A Estimate and understand volume permanence in real world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume.	8.M.2.1.3 A Estimate and understand volume permanence in real world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume.		
						5.M.2.1.5A Recognize the concept of around (perimeter) for simple polygons, i.e. rectangle and squares.	6.M.2.1.4 A Recognize the concept of around (perimeter and circumference) for simple shapes, i.e. circle, triangle	7.M.2.1.4 A Compare area and perimeter of real world surfaces, e.g around the room, around the city, around a box or ball.	8.M.2.1.4 A Compare area and perimeter of real world surfaces, e.g around the room, around the city, around a box or ball	9.M.2.1.1 A Compare area and perimeter of real world surfaces, e.g around the room, around the city, around a box or ball	10.M.2.1.1 A Compare area and perimeter of real world surfaces, e.g around the room, around the city, around a box or ball

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 2: Concepts and Principles of Measurement (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	
Goal 2.1: Understand and use U.S. customary and metric measurements <i>(continued from previous page)</i>				3.M.2.1.5 A Identify a unit of measurement within the U.S. customary system or within the metric system.	4.M.2.1.5A Use a unit of measurement within the U.S. customary system or within the metric system.	5.M.2.1.6 A Match equivalent units of measurement within the U.S. customary system	6.M.2.1.5A Identify equivalent units of measurement	7.M.2.1.5 A Identify equivalent units of measurement.	8.M.2.1.5 A Identify equivalent units of measurement			
	K.M.2.1.3A Identify a calendar and how the days of the week are represented.	1.M.2.1.4 AA Identify a calendar and how the days of the week are represented.	2.M.2.1.5 Identify a calendar and how the days of the week are represented.	3.M.2.1.6 A Identify equivalent units of time in days, weeks, or months.	4.M.2.1.6 A Identify how months of the year are presented in a calendar.	5.M.2.1.7 A Use a calendar in daily life activities.						
					4.M.2.1.7 A Match simple, equivalent units of measurement in the U.S. Customary system.	5.M.2.1.8 A Match equivalent units of weight and volume.	6.M.2.1.6 A Identify the location of perimeter and area with rectangles.	7.M.2.1.6 A Calculate simple problems with perimeter or area of rectangles and triangles.	8.M.2.1.6 A Solve problems involving perimeter and area of rectangles.	9.M.2.1.2 A Given a formula, students solve simple problems involving perimeter or area with or without a calculator or manipulatives.	10.M.2.1.2 A Solve problems involving perimeter and area of triangles or rectangles.	
	K.M.2.1.4 A Attend to appropriate vocabulary.	1.M.2.1.5 A Attend to appropriate vocabulary.	2.M.2.1.6 A Attend to appropriate vocabulary.	3.M.2.1.7 A Recognize appropriate vocabulary.	4.M.2.1.8A Recognize appropriate vocabulary.	5.M.2.1.9 A Recognize appropriate vocabulary.	6.M.2.1.7 A Use appropriate vocabulary.	7.M.2.1.7 A Use appropriate vocabulary.	8.M.2.1.7 A Use appropriate vocabulary.			
Goal 2.2: Apply the concepts of rates, ratios, and proportions.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6.M.2.2.1A Match a concrete representation to a simple ratio, i.e. 1 sandwich to 2 people	7.M.2.2.1A Match a rate (how often) represented in a real world situation, i.e. once a day.	8.M.2.2.1 A Identify ratios in real world situations, i.e. 2 boys to 1 girl in the class.	9.M.2.2.1 A Identify proportions in real world situations, i.e. size, number or amount of an object or group compared to another	10.M.2.2.1A Recognize rates, ratios, or proportions, in real world situations.
								7.M.2.2.2 A Apply a rate to a real world situation	8.M.2.2.2 A Apply a ratio to a real world situation	9.M.2.2.2 A Apply the concept of a rate to a real world situation	10.M.2.2.2 A Apply rates, ratios, or proportion to real world situations.	
										9.M.2.2.3 A Identify simple equivalent units of measurements.	10.M.2.2.3 A Identify equivalent units, comparable units, or conversions.	
Goal 2.3: Apply dimensional analysis.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	7.M.2.3.1 A Identify simple dimensions of an object, i.e. height, width, length	8.M.2.3.1 A Match simple measurement units to dimensions, i.e. lbs to weight, feet to height, cups to volume	9.M.2.3.1 A Apply simple measurement units to dimensions in real world applications involving length, area, capacity, weight, time, and temperature.	10.M.2.3.1 A Apply simple measurement units to dimensions in real world applications involving length, area, capacity, weight, time, and temperature.

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 2: Concepts and Principles of Measurement (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 2.4: Apply appropriate techniques and tools to determine measurements.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9.M.2.4.1 A Select and use an appropriate measurement tool correctly.	10.M.2.4.1 A Select and use an appropriate measurement tool correctly.
										9.M.2.4.2 A Identify errors in measurement situations, i.e. gallons are measured instead of cups, feet instead of inches.	10.M.2.4.2 A Identify errors in measurement situations, i.e. gallons are measured instead of cups, feet instead of inches.

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships.		1.M.3.1.1A Express numbers using symbolic expression or a concrete system.	2.M.3.1.1A Express addition & subtraction problems using a concrete system.	3.M.3.1.1A Use concrete objects to symbolize multiple sets that would be reflected in a simple multiplication problem.	4.M.3.1.1 A Express the concept of division using concrete objects or pictures	5.M.3.1.1 A Express the concept of division using concrete objects or pictures	6.M.3.1.1 A Identify a variable as an unknown quantity using a letter or symbol in a simple equation.	7.M.3.1.1 A Use the idea of a variable as an unknown quantity using a letter or symbol in a simple equation.	8.M.3.1.1 A Use the idea of a variable as an unknown quantity using a letter or symbol in simple equations or inequalities.	9.M.3.1.1 A Use the idea of an unknown quantity as a variable in linear equations and inequalities.	10.M.3.1.1A Use the idea of an unknown quantity as a variable in, expressions, linear equations and inequalities.
	K.M.3.1.1A Use concrete objects to symbolize a number or set.	1.M.3.1.2 A Substitute concrete object(s) for the symbolic expression of a number.	2.M.3.1.2A Use concrete objects or pictures to symbolize a number sentence when given an addition word problem.	3.M.3.1.2A Using a geometric shape to represent a missing number, express an addition or subtraction problem with concrete objects, pictures, or numerals.	4.M.3.1.2A Use concrete or symbolic system with a one step addition or subtraction real life problem that represents an unknown number.	5.M.3.1.2A Translate simple word statements into numeric expressions.	6.M.3.1.2A Translate simple word statements into numeric expressions.	7.M.3.1.2 A Translate simple word statements into numeric expressions.	8.M.3.1.2A Translate simple word statements and story problems into numeric expressions		
			2.M.3.1.3 A Show the relationship between addends in fact families using concrete objects or pictures up to sums of 5.	3.M.3.1.3A Express addition or subtraction statements for a fact family given two addends.	4.M.3.1.3A Show the relationship between addition and subtraction in fact families using concrete objects or pictures.	5.M.3.1.3A Show the relationship in fact families for mathematical operations.					
	K.M.3.1.2A Use more or less to indicate wanting to increase or decrease a quantity.	1.M.3.1.3 A Identify sets of concrete objects using vocabulary (less than, more than, equal to, more, less, same, bigger, smaller, etc).	2.M.3.1.4 A Compare objects or pictures using the vocabulary (less than, more than, equal to, more, less, same, bigger, smaller, etc).	3.M.3.1.4 A Compare objects or pictures using the vocabulary or symbols for (<, >, =) to express relationships with quantity.	4.M.3.1.4 Compare objects or pictures using the vocabulary or symbols for (<, >, =) to express relationships with quantity.	5.M.3.1.4 A Compare objects or pictures using vocabulary or symbols of "<," ">," and "=" to express relationships.	6.M.3.1.3 A Identify relationships using vocabulary or symbols of "<," ">," and "=".	7.M.3.1.3 A Identify relationships using vocabulary or symbols of "<," ">," "=", "≠."	8.M.3.1.3A Identify relationships using vocabulary or symbols of "<," ">," "=", "≠."		
Goal 3.2: Evaluate algebraic expressions.	No objectives at this grade level.	No objectives at this grade level.	2.M.3.2.1 A Use the commutative property of addition with concrete objects or pictures to solve simple problems (e.g. $3+1=4$ then $1+3=?$).	3.M.3.2.1 A Copy the commutative property of multiplication with products up to 6	4.M.3.2.1 A Solve multiplication problems with the identity and zero property, with concrete objects if necessary.	5.M.3.2.1 A Use the following properties as they relate to addition and multiplication: commutative, identity, or zero	6.M.3.2.1 A Use the following properties in evaluating numerical expressions: commutative, identity, zero, or inverse.	7.M.3.2.1 A Evaluate simple numeric and algebraic expressions using commutative, identity, zero, inverse properties.	8.M.3.2.1 A Evaluate the following properties in evaluating simple algebraic expressions: commutative, identity, zero, or inverse	9.M.3.2.1 A Use appropriate procedures for solving simple algebraic expressions involving variables and rational numbers.	10.M.3.2.1 A Use appropriate procedures to solve a simple algebraic expression involving variables, integers, or rational numbers.
			2.M.3.2.2 A Match corresponding addition problems (e.g., $1 + 2 = 3$, then $2 + 1=3$).	3.M.3.2.2A Identify math problems with the commutative property (e.g., If $1+2 = 3$, then $2+1=3$ or $1x2=2$ or $2x1=2$).			6.M.3.2.2 A Solve simple algebraic expressions.	7.M.3.2.2 A Solve two problems in the order of operations given.	8.M.3.2.2A Solve two problems in the order of operations given.		
									8.M.3.2.3 A Simplify an addition expression.		

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 3.3: Solve algebraic equations and inequalities.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.M.3.3.1A Solve missing addend equations, using concrete objects when necessary.	4.M.3.3.1A Solve missing items or addends equations with concrete objects or symbols.	5.M.3.3.1A Solve missing addends or simple factor equations, using concrete objects or a calculator when necessary.	6.M.3.3.1 A Solve one-step equations with whole numbers, using concrete objects or a calculator when necessary.	7.M.3.3.1A Solve one-step equations, using concrete objects or a calculator when necessary.	8.M.3.3.1A Solve one- and two-step equations, such as $(1+2) + (2+2) = ?$	9.M.3.3.1A Use appropriate procedures to solve multi-step equations and inequalities; such as $(1+2) = (5-3)$ or $(2+2)$ does not equal $(2+3)$	10.M.3.3.1 A Use appropriate procedures to solve multi-step equations and inequalities; such as $(1+2) = (5-3)$ or $(2+2)$ does not equal $(2+3)$
									8.M.3.3.2 A Match a math problem with a pictorial representation.	9.M.3.3.2A Match a math problem with a pictorial representation.	10.M.3.3.2 A Match a math problem with a graphical representation.
Goal 3.4: Understand the concept of functions.	K.M.3.4.1 A Attend to a simple repeating pattern (e.g., red, blue, red, blue)	1.M.3.4.1A Replicate a simple repeating pattern (e.g., red, blue, red, blue...)	2.M.3.4.1A Extend a simple repeating pattern (e.g. ABCABC...).	3.M.3.4.1 A Replicate a numerical pattern when given the +1 rule with addition (e.g. 1, 1+1, 2+1, 3+1, 4+1,...)	4.M.3.4.1.A Copy a pattern using whole numbers and the 1+ rule and then extend the pattern.	5.M.3.4.1.A Identify a simple pattern using whole numbers.	6.M.3.4.1.A Identify a simple pattern using whole numbers or fractions as inputs.	7.M.3.4.1.A Extend simple patterns involving rational numbers, including decimals, as inputs.	8.M.3.4.1.A Extend simple patterns and match the rule (function) that generated the pattern using rational numbers.		
							6.M.3.4.2 A Extend whole number patterns, using manipulatives and pictorial representations if needed.				
							6.M.3.4.3. A Identify change in quantity in real world context.	7.M.3.4.2..A Identify when a change in one quantity impacts a change in another quantity.	8.M.3.4.2..A Indicate when a change in one quantity may result in a change in another, and identify the relationship as a positive, negative, or neither.	9.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables; such as $x + y = 7$	10.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables; such as $x + y = 7$
	K.M.3.4.A.2 Attend to appropriate vocabulary.	1.M.3.4.2 A Attend to appropriate vocabulary.	2.M.3.4.2 A Attend to appropriate vocabulary.	3.M.3.4.2 A Recognize appropriate vocabulary.	4.M.3.4.2A Recognize appropriate vocabulary.	5.M.3.4.2 A Recognize appropriate vocabulary.	6.M.3.4.4 A Use appropriate vocabulary.	7.M.3.4.3 A Use appropriate vocabulary.	8.M.3.4.3A Use appropriate vocabulary.		

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 3.5: Represent equations, inequalities and functions in a variety of formats.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	7.M.3.5.1 A Identify a graphic or pictorial representation of a set, using concrete manipulatives when necessary.	8.M.3.5.1 A Show a simple graphic or pictorial representation of a set (e.g. inventory)	9.M.3.5.1.A Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.	10.M.3.5.1 Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function.
										9.M.3.5.2 Evaluate functions written in functional notation.	10.M.3.5.2 Evaluate functions written in functional notation.
										9.M.3.5.3 Given a function, identify domain and range.	10.M.3.5.3 Given a function, identify domain and range.
Goal 3.6: Apply functions to a variety of problems.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.M.3.6.1 A Use concrete manipulatives to represent a simple rule for a pattern.	6.M.3.6.1 A Use concrete manipulatives to represent a pattern and solve simple problems.	7.M.3.6.1 A Use patterns and linear functions that represent simple problems.	8.M.3.6.1 A Use patterns and mathematical functions to represent a problem.	9.M.3.6.1 A	10.M.3.6.1A
										9.M.3.6.2 A	10.M.3.6.2 A

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 4: Concepts and Principles of Geometry

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 4.1: Apply concepts of size, shape, and spatial relationships.	K.M.4.1.1.A Recognize simple two-dimensional shapes - triangle, square, circle	1.M.4.1.1.A Recognize and sort two-dimensional shapes - triangle, square or circle	2.M.4.1.1.A Recognize, name, and sort the two-dimensional shapes of triangles, squares, and circles	3.M.4.1.1.A Compare two- and three- dimensional shapes in the environment, and develop vocabulary to describe the attributes.	4.M.4.1.1.A Identify, parallel, intersecting and perpendicular lines, and develop vocabulary to describe the attributes.	5.M.4.1.1.A Identify a polygon and develop vocabulary to describe the attributes.	6.M.4.1.1.A Recognize the difference between a one and to dimensional geometric figures, using their defining properties.	7.M.4.1.1.A Classify one- and two-, dimensional geometric figures, using their defining properties.	8. M. 4.1.1.A Classify one-, two-, and three- dimensional geometric figures, using their defining properties.		
	K.M.4.1.2.A Sort or classify objects.	1.M.4.1.2.A Sort or match objects by more than one attribute.	2. M.4.1.2 A Sort or classify objects by more than one attribute.			5.M.4.1.2.A Identify right or straight angles without formal measures.	6.M.4.1.2.A Identify and copy various angles and shapes using appropriate tools.	7.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes.	8.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes.		
						5.M.4.1.3.A Identify points, lines, and line segments.	6.M.4.1.3 A Differentiate between a line segment and a point	7.M.4.1.3.A Differentiate between points, lines, rays, and angles.	8.M.4.1.3 A Differentiate between points, lines, rays, and angles.		
				3.M.4.1.2 A Recognize sliding and flipping of two-dimensional shapes.	4.M.4.1.2.A Recognize the results of sliding and flipping two-dimensional shapes.	5.M.4.1.4.A Identify when a two dimensional shape has been flipped or rotated	6.M.4.1.4.A Differentiate between reflections, translations, or rotations on various shapes.	7.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes.	8.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes.		
			2.M.4.1.3.A Indicate a line of symmetry.	3.M.4.1.3.A Identify vertical or horizontal lines of symmetry.	4.M.4.1.3.A Identify a line of symmetry in two-dimensional shapes.	5.M.4.1.5.A Match shapes that are congruent, similar, or symmetrical.	6.M.4.1.5.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	7.M.4.1.5.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	8.M.4.1.5.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	9.M.4.1.1.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.	10.M.4.1.1.A Arrange shapes to show congruence, similarities, and line symmetry of shapes.
										9.M.4.1.2.A Compare similarities as it relates to size variations in two-dimensional objects.	10.M.4.1.2.A Compare similarity as it relates to size variations in two- and three- dimensional objects.
					4.M.4.1.4.A Recognize perimeters and areas of rectangles and squares, using concrete objects.	5.M.4.1.6.A Indicate the difference between perimeter and area of a polygon.	6.M.4.1.6.A Recognize the difference in spatial relationships between two- and three-dimensional objects.	7.M.4.1.6.A Recognize the concept of surface area or volume (capacity).	8.M.4.1.6.A Recognize the concept of surface area and volume (capacity).		
	K.M.4.1.3 A Attend to appropriate vocabulary.	1.M.4.1.3A Attend to appropriate vocabulary.	2.M.4.1.4 A Attend to appropriate vocabulary.	3.M.4.1.4 A Recognize appropriate vocabulary	4.M.4.1.5 A Recognize appropriate vocabulary.	5.M.4.1.7 A Recognize appropriate vocabulary.	6.M.4.1.7 A Recognize appropriate vocabulary and symbols.	7.M.4.1.7 A Recognize appropriate vocabulary and symbols.	8.M.4.1.7 A Use appropriate vocabulary and symbols.		

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 4: Concepts and Principles of Geometry (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 4.2: Apply the geometry of right triangles.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9. M.4.2.1.A Given the Pythagorean Theorem, identify the hypotenuse.	10. M.4.2.1 A Given the Pythagorean Theorem, identify the hypotenuse and the right angle.
Goal 4.3: Apply graphing in two dimensions.	K.M.4.3.1.A Identify the location of an object relative to another (e.g., next to, under, over, behind).	1.M.4.3.1.A Indicate whether a group of objects is more or less than a benchmark number (5 or less)	2.M.4.3.1.A Indicate whether a number is above or below a benchmark (number of 10 or less on a number line.	3.M.4.3.1.A Identify the point of final destination given directions for movement using 1 to 5 on a horizontal positive number line.	4.M.4.3.1.A Identify the point of final destination give directions for movement using 1 to 5 on a vertical positive number line	5. M.4.3.1.A. Identify the difference between a point and a grid.	6.M.4.3.1.A Identify the first quadrant on a coordinate plane.	7.M.4.3.1.A Identify an ordered pair in the first quadrant on a coordinate plane.	8.M.4.3.1.A Identify or plot a point in the first quadrant on a coordinate plane.	9.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System.	10.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System.
										9.M.4.3.2.A Identify the trend with a given scatter plot.	10.M.4.3.2.A Identify the trend with a given scatter plot.
										9.M.4.3.3.A Identify positive or negative slope lines in the first quadrant of a grid.	10.M.4.3.3.A Identify positive and negative slope lines in the first quadrant of a grid.
Goal 4.4: Represent and graph linear relationships.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	9.M.4.4.1.A Create a graph and plot 2 ordered pairs.	10.M.4.4.1.A Create a graph and plot 2 ordered pairs.
										9.M.4.4.2.A Interpret a simple table or graph.	10.M.4.4.2.A Interpret a simple table or graph.
										9.M.4.4.3.A Identify an attribute of a slope or rate of change.	10.M.4.4.3.A
Goal 4.5: Use reasoning skills.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	10.M.4.5.1.A Identify the elements of a story problem to solve a mathematical equation.

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 5: Data Analysis, Probability, and Statistics

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 5.1: Understand data analysis.	K.M.5.1.1.A Identify information from real object graphs or simple pictographs.	1.M.5.1.1.A Identify information found in real object graphs or in pictographs to answer questions.	2.M.5.1.1.A Identify information found in simple bar graphs or pictographs.	3.M.5.1.1.A Interpret information found in simple bar graphs or circle graphs	4.M.5.1.1.A Read and interpret simple line graph, bar graphs, or circle graph.	5.M.5.1.1.A Read and interpret charts, bar graphs, circle graphs, or line graphs.	6.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	7.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	8.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	9.M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.	10. M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs.
							6.M.5.1.2.A Identify conclusions drawn from tables, charts, or graphs.	7.M.5.1.2.A Explain conclusions drawn from tables, charts, or graphs.	8.M.5.1.2.A Identify a conclusion drawn from tables, charts, or graphs.		
	K.M.5.1.2.A Attend to appropriate vocabulary.	1.M.5.1.2.A Attend to appropriate vocabulary.	2.M.5.1.2.A Attend to appropriate vocabulary.	3.M.5.1.2.A Recognize appropriate vocabulary.	4.M.5.1.2.A Recognize appropriate vocabulary.	5.M.5.1.2.A Recognize appropriate vocabulary.	6.M.5.1.3.A Use appropriate vocabulary.	7.M.5.1.3.A Use appropriate vocabulary.	8.M.5.1.3.A Use appropriate vocabulary.		
Goal 5.2: Collect, organize, and display data.	K.M.5.2.1.A Using a model, recreate a graph using real objects or pictorial representations.	1.M.5.2.1.A Use data in real object graphs or in pictographs to answer a question.	2.M.5.2.1.A Use data in bar graphs in order to answer a question.	3.M.5.2.1.A Organize and display data in bar graphs or circle graphs in order to answer a question.	4.M.5.2.1.A Organize data in a line graph, bar graph, or circle graph to answer a question.	5.M.5.2.1.A Organize and display the data in charts, bar graphs, and circle or line graphs using title, labels, and reasonable scales.	6.M.5.2.1.A Collect, organize, and display the data with appropriate notation in charts or graphs.	7.M.5.2.1.A Collect, organize, and display the data with appropriate notation in charts or graphs.	8.M.5.2.1.A Collect, organize, and display the data in charts or graphs.	9.M.5.2.1.A Collect, organize, and display data in tables, charts, or graphs.	10. M.5.2.1.A. Collect, organize, and display data in tables, charts, or graphs
			2.M.5.2.2.A Use tally marks, pictures, or objects to represent data.		4.M.5.2.2.A Display data in a bar graph using a title and reasonable scales.						
Goal 5.3: Apply simple statistical measurements.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4.M.5.3.1.A Find the mode of a simple set of whole number data using manipulatives when necessary.	5.M.5.3.1.A Find the median and mode - with simple sets of arranged data between 1-9 using whole numbers.	6.M.5.3.1.A Find the median or mode – with simple sets of data.	7.M.5.3.1.A Find the median and mode – with simple sets of data.	8.M.5.3.1.A Identify the measure of central tendency – median and mode.	9.M.5.3.1.A Find the mean, median, mode and range.	10.M.5.3.1.A Use basic statistical concepts, including mean, median, mode or range.
						5.M.5.3.2.A Find the end points of the range of a set of data using whole numbers 1-10.	6.M.5.3.2.A Calculate the range of a set of data using whole numbers 1-10.	7.M.5.3.2.A Identify or locate distribution of data, including range and frequency.	8.M.5.3.2.A Identify or locate distribution of data, including range, frequency, gaps, or clusters.	9.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures.	10.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures.

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 5: Data Analysis, Probability, and Statistics (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Goal 5.4: Understand basic concepts of probability.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	4.M.5.4.1.A Predict the results of simple probability experiments using coins or spinners (e.g., 3 out of 6 choices).	5.M.5.4.1.A Predict results of simple probability experiments using coins and spinners.	6.M.5.4.1.A Perform and record results of simple probability experiments.	7.M.5.4.1.A Perform and record results of simple probability experiments.	8.M.5.4.1.A Reproduce a situation of probability using a common example of coin toss or rolling of dice.	9.M.5.4.1.A Find probability based on an independent event (Lottery).	10.M.5.4.1.A Find probability based on a dependent event (Deal or No Deal).
								7.M.5.4.2.A Recognize equally likely outcomes.	8.M.5.4.2.A Recognize equally likely outcomes.		
								7.M.5.4.3.A Identify events that have probability ranges from low to high extremes.	8.M.5.4.3.A. Match probability range from low to high to situations.	9.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability.	10.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability.
							5.M.5.4.2.A Use the language of probability.	6.M.5.4.2.A Use the language of probability.	7.M.5.4.4.A Use the language of probability.	8.M.5.4.4.A Use the language of probability.	
Goal 5.5: Make predictions or decisions based on data.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.M.5.5.1A Make predictions based on data.	4.M.5.5.1 A Make predictions based on data.	5.M.5.5.1.A Make predictions based on data.	6.M.5.5.1A Make predictions based on data.	7.M.5.5.1A Recognize predictions based on simple theoretical probabilities.	8.M.5.5.1A Recognize predictions based on experimental probabilities.	9.M.5.5.1.A Make predictions based on randomness, chance, equally likely events, or probability.	10.M.5.5.1A Make predictions based on randomness, chance, equally likely events, or probability.
									8.M.5.5.2.A Perform a statistical experiment and interpret results using tables, charts, or graphs.	9.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data.	10.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data.
								7.M.5.5.2 A Use appropriate vocabulary.	8.M.5.5.3 A Use appropriate vocabulary.	9.M.5.5.3.A Conduct and interpret results of statistical experiments.	10.M.5.5.3.A Conduct and interpret results of statistical experiments.

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 1: Nature of Science

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9- 10 Biology
Goal 1.1: Understand Systems, Order, and Organization	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.1.1.A Match the parts of a system.	4.S.1.1.1.A Arrange and organize a group of related objects that form a whole.	5.S.1.1.1.A Sort items from different systems.	6.S.1.1.1.A Communicate different characteristics of systems.	7.S.1.1.1.A Arrange small systems as a part of a whole system.	8-9.PS.1.1.1.A Demonstrate understanding of a system.	8-9.ES.1.1.1.A Demonstrate understanding of a system..	9-10.B.1.1.1.A Demonstrate understanding of a system. .
								7.S.1.1.2.A Identify small systems that contribute to the function of the whole.	8-9.P.S.1.1.2.A Use a model to display order & organization to a given system.	8-9.ES.1.1.2.A Use a model to display order & organization to a given system.	9-10.B.1.1.2.A Use a model to display order & organization to a given system.
								7.S.1.1.3.A Identify different structures of an organisms, such as body parts, tissues, or organs			
Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations	K.S.1.2.1.A Make and communicate observations.	1.S.1.2.1.A Make and communicate observations.	2.S.1.2.1.A Make observation and collect data.	3.S.1.2.1.A Make observations, collect and record data.	4.S.1.2.1.A Make and record observations and then communicate the collected data	5.S.1.2.1.A Use observations and data to make predictions.	6.S.1.2.1.A Respond to observations and data as recorded on a chart	7.S.1.2.1.A Compare and contrast relative data.	8-9.PS.1.2.1.A Compare and contrast relative data.	8-9.ES.1.2.1.A Compare and contrast relative data.	9-10.B.1.2.1.A Compare and contrast relative data.
				3.S.1.2.3.A Attend to and/or replicate scientific models.	4.S.1.2.2.A Identify when an observation is or an inference is made.	5.S. 1.2.2.A Identify the difference between an observation and an inference.	6.S.1.2.2.A Identify relative data to use in an inference.	7.S.1.2.2.A Identify observation data to use in defensible inferences.			
					4.S.1.2.3.A Replicate or make models.	5.S. 1.2.3.A Replicate or make a model to demonstrate a concept.	6.S.1.2.3.A Replicate or make a model to explain or demonstrate a concept.	7.S.1.2.3.A Use models to explain or demonstrate a concept.	8-9.PS.1.2.2.A Use models to explain concepts or systems.	8-9.ES.1.2.2.A Use models to explain concepts or systems.	9-10.B.1.2.2.A Use models to explain concepts or systems.
									8-9.PS.1.2.3.A Develop a scientific explanation based on known data.	8-9.ES.1.2.3.A Develop a scientific explanation based on known data.	9-10.B.1.2.3.A Develop a scientific explanation based on known data.

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 1: Nature of Science (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 1.3: Understand Constancy, Change, and Measurement	K.S.1.3.1.A Measure in non-standard units.	1.S.1.3.1.A Measure in non-standard units.	2.S.1.3.1.A Measure in standard or non-standard units.	3.S.1.3.1.A Measure changes that occur.	4.S.1.3.1.A Communicate observed change.	5.S.1.3.1.A Demonstrate changes that occur in systems.	6.S.1.3.1.A Demonstrate changes that occur in systems.	7.S.1.3.1.A Identify systems that have been stable over time.	8-9.PS.1.3.1.A Measure changes that can occur in systems.	8-9.ES.1.3.1.A Measure changes that can occur in systems.	9-10.B.1.3.1.A Measure changes that can occur in and among systems.
								7.S.1.3.2.A Recognize changes that occur within systems.	8-9.PS.1.3.2.A Respond to changes that can occur in systems.	8-9.ES.1.3.2.A Respond to changes that can occur in systems.	9-10.B.1.3.2.A Respond to changes that can occur in and among systems.
					3.S.1.3.2.A Measure in U.S. Customary System of Measurement.	3.S.1.3.2.A Measure in U.S. Customary System of Measurement.	3.S.1.3.2.A Measure in U.S. Customary System of Measurement.	6.S.1.3.2.A Measure in U.S. Customary System of Measurement or the metric system.	7.S.1.3.3.A Make measurements using appropriate tools in the metric or U.S. Customary System of Measurement.	8-9.PS.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement.	8-9.ES.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement.
Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State	K.S.1.4.1.A Demonstrate the concept of days.	1.S.1.4.1.A Demonstrate the concepts of yesterday, today, and tomorrow.	2.S.1.4.1.A Demonstrate the concepts of past, present, and future.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	Reference to objective 7.S.3.2.1	No objectives in Physical Science.	No objectives in Earth Science.	Reference to 7.S.3.2.1
Goal 1.5: Understand Concepts of Form and Function	No objectives at this grade level.	No objectives at this grade level.	2.S.1.5.1.A Sort objects by shape.	3.S.1.5.1.A Sort common objects by use.	4.S.1.5.1.A Communicate the relationship between shape and use.	5.S.1.5.1.A Respond how the shape or form of an object or system is frequently related to its use or function.	6.S.1.5.1.A Identifies how the shape or form of an object is frequently related to its use and/or function.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills	K.S.1.6.1.A Make observations.	1.S.1.6.1.A Make and record observations.	2.S.1.6.2.A Make observations, collect, and record data.								
			2.S.1.6.1.A Respond to questions about observation.	3.S.1.6.1.A Generate questions about observations.	4.S.1.6.1.A Identify questions that can be answered by conducting scientific tests.	5.S.1.6.1.A Identify questions that can be answered by conducting scientific experiments.	6.S.1.6.1.A Identify questions that can be answered by conducting scientific experiments.	7.S.1.6.1.A Identify a control and a variable in an experiment.	8-9.PS.1.6.1.A Identify questions that can guide scientific investigations.	8-9.ES.1.6.1.A Identify questions that can guide scientific investigations.	9-10.B.1.6.1.A Identify questions that can guide scientific investigations.
				3.S.1.6.2.A Follow steps in scientific test.	4.S.1.6.2.A Follow steps in scientific tests.	5.S.1.6.2.A Observe change in scientific investigations using a control and a variable.	6.S.1.6.2.A Observe change in scientific investigations using a control and variables.	7.S.1.6.2.A Use appropriate tools and techniques to gather and display data.	8-9.PS.1.6.2.A Communicate results of investigations.	8-9.ES.1.6.2.A Communicate results of investigations.	9-10.B.1.6.2.A Identify the basic components of an experiment design.

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 1: Nature of Science (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills <i>(continued from previous page)</i>			2.S.1.6.3.A Choose information for evidence.					7.S.1.6.3.A Use data in order to form conclusions.			
				3.S.1.6.3.A Use appropriate tools to gather data.	4.S.1.6.3.A Use appropriate tools to gather data.	5.S.1.6.3.A Use appropriate tools and techniques to gather and display data.	6.S.1.6.3.A Use appropriate tools and techniques to gather and display data.		8-9.PS.1.6.3.A Select and use appropriate technology to make investigations.	8-9.ES.1.6.3.A Select and use appropriate technology to make investigations.	9-10.B.1.6.3.A Select and use appropriate technology to make investigations.
			2.S.1.6.4.A Communicate observations.	3.S.1.6.4.A Use data for a reasonable explanation.	4.S.1.6.4.A Use data for a reasonable explanation.	5.S.1.6.4.A Use data for a reasonable explanation.	6.S.1.6.4.A Use data for a reasonable explanation or prediction.	7.S.1.6.4.A Use evidence to accept or reject a hypothesis.	8-9.PS.1.6.4.A Construct explanations and/or models using evidence.	8-9.ES.1.6.4.A Construct explanations and/or models using evidence.	9-10.B.1.6.4.A Construct explanations and/or models using evidence.
				3.S.1.6.5.A Make simple predictions based on data.	4.S.1.6.5.A Make simple predictions based on data.	5.S.1.6.5.A State a prediction or hypothesis based on observations.	6.S.1.6.5.A Test a prediction or hypothesis based on observations.				
				3.S.1.6.6.A Select reasonable explanations.	4.S.1.6.6.A Select reasonable explanations.	5.S.1.6.6.A Compare reasonable explanations and predictions.		7.S.1.6.5.A Use reasonable explanations or predictions.	8-9.PS.1.6.5.A Select alternative explanations and models.	8-9.ES.1.6.5.A Select alternative explanations and models.	9-10.B.1.6.5.A Select alternative explanations and models.
				3.S.1.6.7.A State a result of a test to others.	4.S.1.6.7.A Communicate results of tests to others.	5.S.1.6.7.A Communicate scientific procedures.	6.S.1.6.6.A Communicate scientific procedures.	7.S.1.6.6.A Communicate scientific procedures and explanations.	8-9.PS.1.6.6.A Communicate scientific procedures and explanations.	8-9.ES.1.6.6.A Communicate scientific procedures and explanations.	9-10.B.1.6.6.A Communicate scientific procedures and explanations.
									8-9.PS.1.6.7.A Compare the differences among observations.	8-9.ES.1.6.7.A Compare the differences among observation.	9-10.B.1.6.7.A Compare the differences among observations.
Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors	K.S.1.7.1.A Use cooperation and interaction skills.	1.S.1.7.1.A Demonstrate cooperation and interaction skills.	2.S.1.7.1.A Practice cooperation and interaction skills.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
Goal 1.8: Understand Technical Communication	K.S.1.8.1.A Follow one step instruction.	1.S.1.8.1.A Follow instructions.	2.S.1.8.1.A Follow instructions.	3.S.1.8.1.A Follow multi-step instructions.	4.S.1.8.1.A Follow multi-step instructions.	5.S.1.8.1.A Follow technical instructions.	6.S.1.8.1.A Follow technical instructions.	7.S.1.8.1.A Read and follow technical instructions.	8-9.PS.1.8.1.A Use graphs, charts, and diagrams.	8-9.ES.1.8.1.A Use graphs, charts, and diagrams.	9-10.B.1.8.1.A Use graphs, charts, and diagrams.

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 2: Physical Science

Goals:	Kinderparten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions	K.S.2.1.1.A Use senses to sort properties of matter.	1.S.2.1.1.A Identify properties of objects.	2.S.2.1.1.A Identify properties of an object.	3.S.2.1.2.A Observe & match physical properties to solids, liquids, or gases.		5.S.2.1.1.A Create mixtures.	6.S.2.1.1.A Compare mixtures.	No objectives at this grade level.	No objectives in Physical Science.	No objectives in Earth Science.	No objectives in Biology.
					4.S.2.1.2.A Observe the physical properties of solids, liquids, and gases.	5.S.2.1.2.A Describe the physical differences among solids, liquids, and gases.	6.S.2.1.2.A Identify properties of matter.				
				3.S.2.1.1.A Use instruments to measure properties.	4.S.2.1.1.A Use instruments to measure properties.						
				3.S.2.1.3.A Observe that heating and cooling can cause changes of state in common materials.	4.S.2.1.3.A Communicate the changes caused by heating and cooling materials.		6.S.2.1.4.A Describe the effects of temperature.				
							6.S.2.1.3.A Compare density of equal volumes of a solid and a liquid.				
						5.S.2.1.3.A Observe a physical change and how it relates to physical properties.	6.S.2.1.5.A Show a physical change and how it relates to its physical properties.				
Goal 2.2: Understand Concepts of Motion and Forces	No objectives at this grade level.	1.S.2.2.1.A Observe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall)	2.S.2.2.1.A Communicate how force affects the position and motion of objects.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	6.S.2.2.1.A Observe and identify the effects of different forces (gravity and friction) on speed or movement.	No objectives at this grade level.	8-9.PS.2.2.1.A Observe motion using Newton's Laws of Motion.	No objectives in Earth Science.	No objectives in Biology.
Goal 2.3: Understand the Total Energy in the Universe is Constant	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.2.3.1.A Observe potential and kinetic energy.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.3.1.A Show and communicate that energy can be transformed but cannot be created nor destroyed.	No objectives in Earth Science.	No objectives in Biology.
									8-9.PS.2.3.2.A Sort energy as potential and/or kinetic.		

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 2: Physical Science (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 2.4: Understand the Structure of Atoms	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.4.1.A Identify the location of protons, neutrons, and electrons.	No objectives in Earth Science.	No objectives in Biology.
									8-9.PS.2.4.2.A Demonstrate a simple process of fission and fusion.		
									8-9.PS.2.4.3.A Identify a characteristic of an isotope		
									8-9.PS.2.4.4.A Identify matter that has basic electrical properties.		
									8-9.PS.2.4.5.A Identify matter that have magnetic properties		
Goal 2.5: Understand Chemical Reactions	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	8-9.PS.2.5.1.A Observe and identify how chemicals react.	No objectives in Earth Science.	No objectives in Biology.

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 3: Biology

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 3.1: Understand the Theory of Biological Evolution	K.S.3.1.1.A Observe the characteristics of plants and animals.	1.S.3.1.1.A Observe the life cycle of a plant (seed, growth, death).	No objectives at this grade level.	3.S.3.1.1.A Identify when plants and animals adapt to their environment.	4.S.3.1.1.A Communicate how plants and animals adapt to their environment.	No objectives at this grade level.	No objectives at this grade level.	7.S.3.1.1.A Communicate how natural selection explains species change over time.	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.1.1.A Show how a species has changed over time.
		1.S.3.1.2.A Sequence a simple life cycle of an animal (birth, development, death).			4.S.3.1.2.A Communicate the difference between vertebrate and invertebrate animals.						9-10.B.3.1.2.A Identify what happens to a species: when there is a little supply of resources or with offspring better able to survive and reproduce.
					4.S.3.1.3.A Sort into groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics.						
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems	K.S.3.2.1.A Sort between living and non-living things.	1.S.3.2.1.A Observe that living things need food to survive.	2.S.3.2.1.A Identify basic needs of all living things (food, shelter, water, space).	3.S.3.2.1.A Select the energy needed for a living system to survive.	No objectives at this grade level.	5.S.3.2.1.A Communicate how plants need energy from the sun.	No objectives at this grade level.	7.S.3.2.1.A Identify that energy stored in food is primarily derived from the sun.	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.2.1.A Show that matter tends to undergo spontaneous changes.
			2.S.3.2.2.A Match animals to their suitable habitats.	3.S.3.2.2.A Identify how energy requirements of plants and animals are different.				7.S.3.2.2.A Show how the availability of resources limits organisms.			9-10.B.3.2.2.A Show that organisms need continuous energy and matter to maintain life.
				3.S.3.2.3.A Organize a food chain.				7.S.3.2.3.A Illustrate how atoms and molecules make up living and nonliving resources in the environment.			9-10.B.3.2.3.A Identify the sun as the primary source of energy for life.
				3.S.3.2.4.A Develop a food web.				7.S.3.2.4.A Show how energy flows through the ecosystem in one direction.			9-10.B.3.2.4.A Identify that respiration involves the release of energy.

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 3: Biology (continued)

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems <i>(continued from previous page)</i>											9-10.B.3.2.5 A Show how matter cycles and energy flows through a living system.
Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.S.3.3.1.A Explore plant and animal cells.	6.S.3.3.1.A Identify the difference between cells, organs, organ systems and organism.	7.S.3.3.1.A Sequence the relationships of cells, tissues, organs, organ systems, and organisms.	No objectives in Physical Science.	No objectives in Earth Science.	9-10.B.3.3.1.A Identify a cell and its particular structures.
							6.S.3.3.2.A Compare the structural differences between plant and animal cells.	7.S.3.3.2.A Label parts of plant and animal cells.			9-10.B.3.3.2.A Identify different functions of particular cell structures.
								7.S.3.3.3.A Identify different functions of particular cell structures.			9-10.B.3.3.3.A Identify that cells store information for transferring to the next generation of cells.
								7.S.3.3.4.A Describe the functions of particular cell structures.			9-10.B.3.3.4.A Identify how the role of genes plays in differentiation.
						5.S.3.3.2.A Identify traits that are passed from parents to offspring.	6.S.3.3.3.A Identify traits that are passed from parents to offspring.	7.S.3.3.5.A Communicate how dominant and recessive traits are inherited.			

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 4: Earth and Space Systems

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems	K.S.4.1.1.A Observe characteristics of the four seasons.	1.S.4.1.1.A Identify characteristics of the four seasons.		3.S.4.1.1.A Identify how the sun relates to the length of a day and/or the seasons on Earth.				No objectives at this grade level.	No objectives in Physical Science.		No objectives in Biology.
	K.S.4.1.2.A Sequence the seasons						6.S.4.1.2.A Illustrate the water cycle and its relationship to weather and climate.				
			2.S.4.1.1.A Identify characteristics of different weather conditions.				6.S.4.1.3.A Discuss how clouds relate to weather changes.				
										8-9.ES.4.1.2.A Identify terms used in geological time.	
						5.S.4.1.1.A Discuss how the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift) are connected.	6.S.4.1.1.A Identify interactions among the solid earth, oceans, atmosphere, and organisms that are connected.			8-9.ES.4.1.3 Show interactions among the solid earth, oceans, atmosphere, and organisms have changed.	
					4.S.4.1.1.A Identify basic components of our solar system (planets, sun, moon, asteroids, or comets).					8-9.ES.4.1.1.A Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors).	
					4.S.4.1.2.A Demonstrate how gravity affects orbits and objects.						
					4.S.4.1.3.A Explore how the Earth's tides change.						
Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	5.S.4.2.1.A Label the rock cycle.	No objectives at this grade level.	No objectives at this grade level.	No objectives in Physical Science.	8-9.ES.4.2.1.A Identify internal & external energy sources of the earth.	No objectives in Biology.

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 5: Personal and Social Perspectives; Technology

Goals:	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8-9 Physical Science	Grade 8-9 Earth Science	Grade 9-10 Biology
Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced	K.S.5.1.1.A Attend to and participate in discussion of characteristics of a man-made environment (home, school...).	1.S.5.1.1.A Match the characteristics of local natural environments. (playground, backyard).	2.S.5.1.1.A Sort man-made and natural environments.	3.S.5.1.1.A Recognize local environmental issues.	No objectives at this grade level.	5.S.5.1.1.A List issues for environmental studies.	6.S.5.1.1.A Identify issues for environmental studies.	No objectives at this grade level.	No objectives in Physical Science.	8-9.E.S.5.1.1.A Identify environmental issues, issues such as water and air quality, hazardous waste, depletion of natural resources.	9-10.B.5.1.1.A Identifies environmental issues such as water, air, or trash.
Goal 5.2: Understand the Relationship between Science and Technology	No objectives at this grade level.	No objectives at this grade level.	2.S.5.2.1.A Explore tools that people have invented for everyday life and for scientific investigations.	3.S.5.2.1.A Explore how technology helps develop tools.	4.S.5.2.1.A Attends to discussion of tools used for space exploration and for scientific investigations.	5.S.5.2.1.A Demonstrate how science and technology are part of a student's life.	6.S.5.2.1.A Identify how science and technology are part of our society.	7.S.5.2.1.A Identify how science and technology are interrelated.	8-9.PS.5.2.1.A Show how science and technology are interrelated.	8-9.E.S.5.2.1.A Show how science and technology are interrelated.	9-10.B.5.2.1.A Identifies an improvement science research has made in technology.
				3.S.5.2.2.A Order the development of tools over time.		5.S.5.2.2.A List examples of science and technology.	6.S.5.2.2.A Identify when science and technology are interrelated.	7.S.5.2.2.A Show how science advances technology.	8-9.PS.5.2.2.A Show how technology advances science.	8-9.E.S.5.2.2.A Show how technology advances science.	9-10.B.5.2.2.A Show how technology advances science.
									8-9.PS.5.2.3.A Identifies different purposes for science research and technology.	8-9.E.S.5.2.3.A Identifies different purposes for science research and technology.	9-10.B.5.2.3.A Identifies different purposes for science research and technology.
Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them	No objectives at this grade level.	No objectives at this grade level.	No objectives at this grade level.	3.S.5.3.1.A Uses methods of recycling.	No objectives at this grade level.	5.S.5.3.1.A Sort resources as renewable and nonrenewable resources.	6.S.5.3.1.A Identifies between renewable and nonrenewable resources.		No objectives in Physical Science.	8-9.E.S.5.3.1 Identifies between renewable and nonrenewable resources.	9-10.B.5.3.1A Identifies between renewable and nonrenewable resources.
								7.S.5.3.1 Identify an alternative source of energy.			