

IDAHO EXTENDED CONTENT STANDARDS

CORE CONNENT CONNECTORS

ENGLISH LANGUAGE ARTS



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Core Content Connectors | English Language Arts Legend

<u>Full Name of Core Content Connector</u>	<u>Core Content Connector</u>
<u>Habits and Dispositions</u>	<u>HD</u>
<u>Informational Writing</u>	<u>WI</u>
<u>Literary Writing</u>	<u>WL</u>
<u>Persuasive Writing</u>	<u>WP</u>
<u>Reading Informational Text</u>	<u>RI</u>
<u>Reading Literary Text</u>	<u>RL</u>
<u>Reading at the Word Level</u>	<u>RWL</u>
<u>Writing Across All Types</u>	<u>WA</u>

<u>Full Name of State Standard</u>	<u>State Standard</u>
<u>Reading Literature</u>	<u>RL</u>
<u>Reading Informational Text</u>	<u>RI</u>
<u>Reading Foundational Skills</u>	<u>RF</u>
<u>Writing</u>	<u>W</u>
<u>Speaking and Listening</u>	<u>SL</u>
<u>Language</u>	<u>L</u>

<u>Full Name</u>	<u>Acronym</u>
<u>College and Career Readiness Anchor</u>	<u>CCRA</u>

English Language Arts | Grade K - Habits and Dispositions (HD)

<u>E.HD.a recognizing that reading should "make sense" and that writing "carries a message"</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u> <u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.K.10 Actively engage in group reading activities with purpose and understanding.</u> <u>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</u>
<u>K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</u>
<u>K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</u>

<u>E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.K.10 Actively engage in group reading activities with purpose and understanding.</u> <u>RI.K.10 Actively engage in group reading activities with purpose and understanding.</u>
<u>K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RI.K.10 Actively engage in group reading activities with purpose and understanding.</u>
<u>E.HD.c engaging in shared and independent /self-initiated reading and writing activities</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.HD.c1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</u> <u>a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</u>
<u>K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts	<u>RL.K.10 Actively engage in group reading activities with purpose and understanding.</u>

	<u>independently and proficiently.</u>	
<u>K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RI.K.10 Actively engage in group reading activities with purpose and understanding.</u>
<u>K.HD.c4 Draw, dictate, and/or write about an event or linked events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</u>	<u>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</u>
<u>E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.HD.d1 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>K.HD.d2 With prompting and support, retell a favorite story, including key details.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.K.2 With prompting and support, retell familiar stories, including key details.</u>

<u>K.HD.d3 Discuss key details and main topic of a preferred text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</u>
<u>K.HD.d4 Share information from a selected permanent product or a favorite text.</u>	<u>Presentation of Knowledge and Ideas</u> SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<u>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.</u>
<u>E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</u>
<u>K.HD.e2 With prompting and support, identify illustrations to aid comprehension.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in the story an illustration depicts).</u>
<u>E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs written at this grade level for this PI.</u>		

<u>E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.HD.g1 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.	W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.
<u>K.HD.g2 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.

English Language Arts | Grade K - Informational Writing (WI)

<u>Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WI.a1 Describe familiar people, places, things, and/or events orally or in writing.</u>	<u>Presentation of Knowledge and Ideas</u> SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<u>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</u>
<u>K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.</u>	<u>Presentation of Knowledge and Ideas</u> SL.4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<u>SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</u>
<u>K.WI.b2 With prompting and</u>	<u>Text Types and Purposes</u>	<u>W.K.2 Use a combination of drawing,</u>

<u>support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.</u>	<u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</u>
<u>Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</u>
<u>Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out).</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and</u>	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>

	<u>integrate the information while avoiding plagiarism.</u>	
<u>K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</u>	<u>Research to Build and Present Knowledge</u> W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<u>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</u>
<u>Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs were written at this grade level for this PI.</u>		
<u>Progress Indicator: E.WI.f selecting and ordering fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs were written at this grade level for this PI.</u>		
<u>Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in somewhat random order (e.g., listing fact statements rather than connecting or relating ideas)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WI.g1 Present orally or in writing, factual information of familiar people,</u>	<u>Presentation of Knowledge and Ideas</u>	<u>SL.K.4 Describe familiar people, places, things, and events and, with prompting and</u>

<u>places, things, and/or events.</u>	<u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>support, provide additional detail.</u>
<u>Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in <i>several related sentences</i></u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WI.h1 Organize information on a topic that includes more than one piece of relevant content.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</u>
<u>Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</u>

English Language Arts | Grade K - Literary Writing (WL)

<u>Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/ invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
<u>K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing.</u>	<u>Presentation of Knowledge and Ideas</u> SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.
<u>Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WL.b1 With prompting and support,</u>	<u>Presentation of Knowledge and Ideas</u>	SL.K.4 Describe familiar people, places,

<u>provide additional details to the description or drawings of familiar people, places, things, and/or events.</u>	SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<u>things, and events, and with prompting and support, provide additional details.</u>
<u>Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <u>Presentation of Knowledge and Ideas</u> SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional details.
<u>Progress Indicator: E.WL.d logically sequencing events (e.g., beginning/middle/end) using some, signal words (e.g., first, then, next); applying basic capitalization and end punctuation</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WL.d1 Write, dictate, or draw about an event in the order in which it occurred.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and	W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

	<u>well-structured event sequences.</u>	
<u>Progress Indicator: E.WL.e writing about a situation; describing characters by what they do, say, and think and what others say about them</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at Kindergarten</u>		
<u>Progress Indicator: E.WL.f organizing texts with title and focus (introduce who, what, why) & connecting problem-solution</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at Kindergarten</u>		
<u>Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WL.g1 With guidance and support, use feedback to strengthen narrative writing (e.g., elaborate on story elements).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u>

English Language Arts | Grade K - Persuasive Writing (WP)

<u>Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>K.WP.a2 Draw, dictate, or write an idea about a topic.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is....</i>).
<u>K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.
<u>Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels, nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written</u>		

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WP.b1 State an opinion or preference about the topic.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is....</i>).</u>
<u>Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs were written at this grade level for this PI.</u>		
<u>Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs were written at this grade level for this PI.</u>		
<u>Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>

Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in somewhat random order) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.K.1 Use a combination of drawing, dictating, or writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).

Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs were written at this grade level for this PI.</u>		

Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

English Language Arts | Grade K - Reading Informational Text (RI)

<u>Progress Indicator: E.RI.a offering a basic emotional response to informational texts read, texts read aloud, or texts viewed</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.RI.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RI.b1 Locate words and illustrations in informational texts.</u>		<u>No CCRA linked</u>
<u>K.RI.b2 Distinguish front of book from back of book.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.K.5 Identify the front cover, back cover, and title page of a book.</u>
<u>K.RI.b3 Identify the title of an informational text or the title page.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.K.5 Identify the front cover, back cover, and title page of a book.</u>
<u>K.RI.b4 Place book in an upright position to read.</u>		<u>No CCRA linked</u>

<u>K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.</u>	<u>Print Concepts</u> <u>RF1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.</u>	<u>Print Concepts</u> <u>RF1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>K.RI.b7 Identify familiar written words when spoken.</u>	<u>Print Concepts</u> <u>RF1 Demonstrate understanding of the organization and basic features of print.</u>	<u>K RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>
<u>K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</u>	<u>Print Concepts</u> <u>RF1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>K.RI.b9 Recognize that words are separated by spaces in print.</u>	<u>Print Concepts</u> <u>RF1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Understand that words are separated by spaces in print.</u>

<u>Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</u>
<u>Progress Indicator: E.RI.d approaching informational text with a question to answer; identifying key details and main topics</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RI.d1 With prompting and support, answer questions about key details in a text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.K.1 With prompting and support, ask and answer questions about key details in a text.</u>
<u>K.RI.d2 With prompting and support identify the main topic.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</u>
<u>K.RI.d3 With prompting and support, retell/identify key details in a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</u>

Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non print text (e.g., what do you think we might learn about in this book?).</u>		<u>No CCRA linked</u>

Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</u>
<u>K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</u>

Progress Indicator: E.RI.g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RI.g1 Identify the author's purpose in an informational text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose</u>	<u>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a</u>

	<u>shapes the content and style of a text.</u>	<u>text.</u>
<u>K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</u>
<u>K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</u>

English Language Arts | Grade K - Reading Literary (RL)

<u>Progress Indicator: E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>K.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed.</u>		<u>No CCRA linked</u>
<u>Progress Indicator: K.RL.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>K.RL.b1 Locate words and illustrations in stories.</u>		<u>No CCRA linked</u>
<u>K.RL.b2 Distinguish front of book from back of book.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.K.5 Identify the front cover, back cover, and title page of a book.</u>
<u>K.RL.b3 Identify the title of a story or poem or the title page.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.K.5 Identify the front cover, back cover, and title page of a book.</u>
<u>K.RL.b4 Place book in upright position to read.</u>		<u>No CCRA linked</u>
<u>K.RL.b5 During shared reading</u>	<u>Print Concepts</u>	<u>RF.K.1 Demonstrate understanding of the</u>

<u>activities, indicate need to turn the page for continued reading of a story/text.</u>	<u>RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>K.RL.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.</u>	<u>Print Concepts</u> <u>RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Tony").</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>b) Recognize that spoken words are represented in written language by specific sequences of letters.</u>
<u>K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>b) Recognize that spoken words are represented in written language by specific sequences of letters.</u>
<u>K.RL.b9 Recognize that words are separated by spaces in print.</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>c) Understand that words are separated by spaces in print.</u>
<u>Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of</u>		

<u>events, interprets illustrations)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>K.RL.c1 With prompting and support, sequence a set of events in a familiar story.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.K.2 With prompting and support, retell familiar stories, including key details.</u>
<u>K.RL.c2 With prompting and support, identify the beginning, middle, and ending of a familiar story.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.K.2 With prompting and support, retell familiar stories, including key details.</u>
<u>K.RL.c3 With prompting and support, identify the author of a familiar story (e.g., <i>Show me the author, Show me who wrote the book</i>).</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</u>
<u>K.RL.c4 With prompting and support, define the role of the author.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</u>
<u>K.RL.c5 With prompting and support, identify the illustrator.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</u>
<u>K.RL.c6 With prompting and support,</u>	<u>Craft and Structure</u>	<u>RL.K.6 With prompting and support,</u>

<u>define the role of the illustrator.</u>	<u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>name the author and illustrator of a story and define the role of each in telling the story.</u>
<u>K.RL.c7 With prompting and support, identify the relationship between an illustration and the story.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</u>
<u>Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>K.RL.d1 With prompting and support, identify characters in a story.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</u>
<u>K.RL.d2 With prompting and support, identify major events (e.g., problem or solution) in a story.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</u>
<u>Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>K.RL.e1 Retell a familiar story (e.g., What was the story about?).</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.K.2 With prompting and support, retell familiar stories, including key details.</u>

<u>K.RL.e2 With prompting and support, answer questions about key details in a story.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</u>
<u>Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>K.RL.f1 With prompting and support, show how characters interacted in a story.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</u>
<u>K.RL.f2 With prompting and support, identify a setting in a story.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</u>
<u>Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>K.RL.g1 Recognize common types of text.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</u>
<u>K.RL.g2 With prompting and support,</u>	<u>Integration of Knowledge and Ideas</u>	<u>RL.K.9 With prompting and support,</u>

<u>compare and contrast (i.e., find something the same and something different) between familiar stories.</u>	<u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>compare and contrast the adventures and experiences of characters in familiar stories.</u>
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English Language Arts | Grade K - Reading at the Word Level (RWL)

<u>Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.a1 Ask questions about unknown words in a text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.K.4 Ask and answer questions about unknown words in a text.</u> <u>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</u>
<u>K.RWL.a2 Answer questions about unknown words in a text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.K.4 Ask and answer questions about unknown words in a text.</u> <u>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</u>
<u>Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.b1 Identify or name uppercase letters of the alphabet.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>d) Recognize and name all upper- and lowercase letters of the alphabet.</u>
<u>K.RWL.b2 Identify or name lowercase letters of the alphabet.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u>

		<u>d) Recognize and name all upper- and lowercase letters of the alphabet.</u>
<u>K.RWL.b3 Recognize the sound(s) for each letter.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.</u>
<u>K.RWL.b4 Produce the sound(s) for each letter.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Demonstrate basic knowledge of one-to-one letter-sounds correspondences by producing the primary or many of the most frequent sound for each consonant.</u>
<u>K.RWL.b5 Recognize rhyming words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>a) Recognize and produce rhyming words.</u>
<u>K.RWL.b6 Produce rhyming words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words,</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>

	<u>syllables, and sounds (phonemes).</u>	<u>a) Recognize and produce rhyming words.</u>
<u>K.RWL.b7 Count syllables in spoken words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>b) Count, pronounce, blend, and segment syllables in spoken words.</u>
<u>K.RWL.b8 Blend and segment syllables in spoken words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>b) Count, pronounce, blend, and segment syllables in spoken words.</u>
<u>K.RWL.b9 Blend and segment onsets and rhymes of single-syllable spoken words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Blend and segment onsets and rhymes of single-syllable spoken words.</u>
<u>K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>d) Isolate and pronounce the initial, medial vowel, and final sounds</u>

		(phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
<u>K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</u>
<u>K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</u>
<u>Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>b) Associate the long and short sounds</u>

		<u>with common spellings (graphemes) for the five major vowels.</u>
<u>K.RWL.c2 Identify the sound that differs between two similarly spelled words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</u>
<u>K.RWL.c3 Identify an affix or inflectional ending for a frequently occurring word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</u> <u>b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un- pre-, -ful, -less) as a clue to the meaning of an unknown word.</u>
<u>K.RWL.c4 Identify the meaning of common inflections and affixes.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</u> <u>b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un- pre-, -ful, -less) as a clue to the meaning of an unknown word.</u>
<u>K.RWL.c5 Use meanings of common inflections and</u>	<u>Vocabulary Acquisition and Use</u>	<u>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words</u>

<u>affixes as a clue to the meaning of an unknown word.</u>	<u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>and phrases based on kindergarten reading and content.</u> <u>b) Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un- pre-, -ful, -less) as a clue to the meaning of an unknown word.</u>
<u>Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.d1 Read common kindergarten high frequency words by sight.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</u>
<u>K.RWL.d2 Participate in reading emergent-reader texts.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.K.4 Read emergent-reader texts with purpose and understanding.</u>
<u>Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.e1 Identify new meanings for familiar words.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting</u>	<u>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</u>

	<u>general and specialized reference materials, as appropriate.</u>	<u>a) Identify new meanings for familiar words and apply them accurately.</u>
<u>K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. With guidance and support from adults, explore word relationships and nuances with word meanings.</u>	<u>L.K.5 With guidance and support from adults, explore word relationships and nuances with word meanings.</u> <u>a) Sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</u>
<u>K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. With guidance and support from adults, explore word relationships and nuances with word meanings.</u>	<u>L.K.5 With guidance and support from adults, explore word relationships and nuances with word meanings.</u> <u>b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</u>
<u>Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.RWL.f1 With guidance and support, use newly acquired words in real-life context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. With guidance and support from adults, explore word relationships and nuances with word meanings.</u> <u>Vocabulary Acquisition and Use</u>	<u>L.K.5 With guidance and support from adults, explore word relationships and nuances with word meanings.</u> <u>c) Identify real-life connections between words and their use (e.g., note places at</u>

	<u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>school that are <i>colorful</i>).</u> <u>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</u>
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English Language Arts | Grade K - Writing: Across All Types (WA)

<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</u>
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</u>
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WA.3 Print many upper- and lowercase letters.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>a) Print many upper- and lowercase letters.</u>
<u>K.WA.4 Use high frequency nouns in dictating or writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Use frequently occurring nouns</u>

		<u>and verbs.</u>
<u>K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</u>
<u>K.WA.6 Complete sentences in a shared language activity.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>f) Produce and expand complete sentences in shared language activities.</u>
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WA.7 Capitalize the first word in a sentence and the pronoun I.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Capitalize the first word in a sentence and the pronoun I.</u>
<u>K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard</u>	<u>L.K.2 Demonstrate command of the conventions of standard English capitalization,</u>

	<u>English capitalization, punctuation, and spelling when writing.</u>	<u>punctuation, and spelling when writing.</u> <u>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</u>
<u>Core Content Connectors: K</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>K.WA.9 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</u>	<u>Vocabulary Acquisition and Use</u> L6. <u>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</u>

English Language Arts | Grade 1 - Habits and Dispositions (HD)

<u>E.HD.a recognizing that reading should "make sense" and that writing "carries a message"</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.1.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</u>
<u>1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.1.1.C Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</u> <u>c) Ask questions to clear up any confusion about the topics and texts under discussion.</u>
<u>E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.HD.b1 Choose informational and narrative text to read and reread, listen to, or view for leisure purposes.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</u>
<u>1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</u>

<u>E.HD.c engaging in shared and independent /self-initiated reading and writing activities</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.1.10 Actively engage in group reading activities with purpose and understanding.</u>
<u>1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RI.1.10 Actively engage in group reading activities with purpose and understanding.</u>
<u>1.HD.c3 Draw, dictate, and/or write about an event or linked events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</u>	<u>W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</u>
<u>1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</u> <u>a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</u>
<u>1.HD.c5 Build on others' talk in conversations by responding to the</u>	<u>Comprehension and Collaboration</u>	<u>SL.1.1 Participate in collaborative conversations with diverse partners about</u>

<u>comments of others through multiple exchanges.</u>	<u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>grade 1 topics and texts with peers and adults in small and larger groups.</u> <u>b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</u>
<u>1.HD.c6 Participate in shared research or writing projects.</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</u>
<u>E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.HD.d1 Engage in small or large group discussions by sharing one's own writing.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</u>	<u>K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.</u>
<u>1.HD.d2 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats,</u>	<u>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</u>

	<u>including visually, quantitatively, and orally.</u>	
<u>1.HD.d4 Retell a favorite text, including key details.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u> <u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.</u>	<u>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</u> <u>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</u>
<u>1.HD.d5 Discuss key details and main topic of a preferred text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.1.2 Identify the main topic and retell key details of a text.</u>
<u>E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</u>	<u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.1.4.C Read with sufficient accuracy and fluency to support comprehension</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>
<u>1.HD.e2 Identify text features to aid</u>	<u>Craft and Structure</u>	<u>RI.1.5 Know and use various text features</u>

<u>comprehension.</u>	<u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>(e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</u>
<u>1.HD.e3 Use text features to aid comprehension.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u> <u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</u> <u>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</u>
<u>E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs written at this grade level for this PI.</u>		
<u>E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.HD.g1 Read books to examine how certain genres are written.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger</u>	<u>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</u>

	<u>portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	
<u>1.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.</u>	<u>W.1.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.</u>
<u>1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u>
<u>1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u>

English Language Arts | Grade 1 - Informational Writing (WI)

Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (event, photo, etc.)

<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WI.a1 Describe factual information about familiar people, places, things, and/or events with relevant details orally or in writing.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>1.WI.a2 With guidance and support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written

<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WI.b1 Write simple statements that name a topic and supply some facts about the topic.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple

<u>sentences that often connect two clauses; applying basic capitalization and end punctuation</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</u>
<u>Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?).</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>
<u>1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding</u>	<u>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</u>

	<u>plagiarism.</u>	
<u>1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</u>
<u>Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at grade 1</u>		
<u>Progress Indicator: E.WI.f selecting and ordering fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at grade 1</u>		
<u>Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in somewhat random order (e.g., listing fact statements rather than connecting or relating ideas)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WI.g1 Present, orally or in writing, factual information of familiar people, places, things, and/or events describing subtopics of larger topics.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</u>
<u>Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in several related sentences</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>1.WI.h1 Provide a concluding statement or section to a permanent product.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</u>
<u>Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u>

English Language Arts | Grade 1 - Literary Writing (WL)

<u>Progress Indicator: E.WLa generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WL.a1 Generate ideas and/or opinions when participating in shared writing projects.</u>	<u>Research to Build and Present Knowledge</u> W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
<u>1.WL.a2 With guidance and support, recall information from experiences to answer a question orally or in writing.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing.</u>	<u>Presentation of Knowledge and Ideas</u> SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>Progress Indicator: E.WLb conveying meaning with illustrations/dictation to describe event, personal/imagined experience</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WL.b1 Describe people, places, things, and/or events with relevant details.</u>	<u>Presentation of Knowledge and Ideas</u> SL.4 Present information, findings, and supporting evidence such that listeners can	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

	<u>follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	
<u>Progress Indicator: E.WL.c telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Presentation of Knowledge and Ideas</u> <u>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</u> <u>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</u>
<u>Progress Indicator: E.WLd logically sequencing events (beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</u>
<u>1.WL.d2 Write a narrative that</u>	<u>Text Types and Purposes</u>	<u>W.1.3 Write narratives in which they recount</u>

<u>includes a sense of closure.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</u>
<u>Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at 1st grade</u>		
<u>Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WL.f1 Provide a title for writing that tells the central idea or focus.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</u>
<u>Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u>

English Language Arts | Grade 1 - Persuasive Writing (WP)

<u>Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WP.a1 Draw, dictate, or write an idea or opinion about a topic.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is....</i>).
<u>1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<u>1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels,</u>		

<u>nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an opinion.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
<u>Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information , ads- convince you to buy, personal messages/letters- different purposes, include opinions)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI</u>		
<u>Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts-opinions or reasons for-against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI</u>		
<u>Progress Indicator: E.WP.e locating facts to support stated opinions about a topic(e.g., survey peers) or text; collaboratively describing reasons for-against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation.</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WP.e1 With guidance and support from adults, gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

	<u>while avoiding plagiarism.</u>	
<u>Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in somewhat random order) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WP.f1 Write, draw, or dictate an opinion statement using accurate information as reasoning about a topic or book of interest.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	<u>W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</u>
<u>Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	<u>W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</u>
<u>1.WP.g2 Write an opinion piece that includes a sense of closure.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	<u>W.1.1 Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</u>
<u>Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and</u>		

<u>concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</u>

English Language Arts | Grade 1 - Reading Informational Text (RI)

<u>Progress Indicator: E.RI.a offering a basic emotional response to informational texts read, texts read aloud, or texts viewed</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RI.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, and sustained look) to informational text read, read aloud, or viewed.</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.RI.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences; book parts)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RI.b1 Locate words and illustrations in informational texts.</u>		
<u>1.RI.b2 During shared reading activities, indicate need to turn the page for continued reading.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>1.RI.b3 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>1.RI.b4 Recognize that words are separated by spaces in print.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u>

		<u>a) Understand that words are separated by spaces in print.</u>
<u>1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.1.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</u>
<u>Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RI.c1 Use the photos, diagrams, or graphics and details in a text to describe or identify its key ideas.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</u>
<u>1.RI.c2 Identify the organizational features of an informational text (e.g., use of headings bold print).</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.RI.d approaching informational texts with a question to answer; identifying key details and main topic</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual</u>	<u>RI.1.1 Ask and answer questions about key details in a text.</u>

	<u>evidence when writing or speaking to support conclusions drawn from the text.</u>	
<u>1.RI.d2 Identify the main topic of an informational text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.1.2 Identify the main topic and retell key details of a text.</u>
<u>1.RI.d3 Retell/identify key details in an informational text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.1.2 Identify the main topic and retell key details of a text.</u>
<u>Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print, glossary)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RI.e1 During shared literacy activities suggest things you might learn about for a given print or non print text (e.g., what do you think we might learn about in this book?).</u>		<u>No CCRA linked</u>
<u>1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</u>
<u>Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</u>
<u>1.RI.f2 Use a set of graphical instructions/illustrations/steps to complete a task.</u>		<u>No CCRA linked</u>
<u>1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</u>
<u>Progress Indicator: E.RI.1g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RI.g1 Identify the facts and details an author gives to support points in a text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.1.8 Identify the reasons an author gives to support points in a text.</u>
<u>1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</u>

English Language Arts | Grade 1 - Reading Literary (RL)

<u>Progress Indicator: E.RL.a offering a basic emotional response to literary texts read, texts read aloud, or texts viewed</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1.RL.a1 Demonstrate a response (e.g., nod, smile, clap, vocalization, sustained look) to text read, read aloud, or viewed.</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.RL.b demonstrating basic concepts of print (e.g., follows words/pictures left-right, top-bottom; matches spoken words to print words; distinguishes words from sentences)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1.RL.b1 Locate words and illustrations in stories.</u>		<u>No CCRA linked</u>
<u>1.RL.b2 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>1.RL.b3 During shared reading activities, indicate need to turn the page for continued reading of a story/text.</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Follow words from left to right, top to bottom, and page by page.</u>
<u>1.RL.b4 Recognize that words are separated by spaces in print.</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u>

		c) Understand that words are separated by spaces in print.
<u>1.RL.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization).</u>	<u>Print Concepts</u> <u>K RF.1 Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.1.1 Demonstrate understanding of the organization and basic features of print.</u> <u>a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</u>
<u>Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1.RL.c1 Explain a key illustration in the story.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</u>
<u>1.RL.c2 Use illustrations and details in a story to describe its characters, setting, or events.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</u>
<u>1.RL.c3 Answer questions about the beginning, middle, and end of a story.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>1.RL.c4 Use signal words (e.g., first,</u>	<u>Key Ideas and Details</u>	<u>RL.1.3 Describe characters, settings,</u>

<u>next, after, before) and text details to describe events of a story.</u>	<u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>and major events in a story, using key details.</u>
<u>Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1.RL.d1 Answer questions about key details in a story (e.g., <i>who, what, when, where, why</i>).</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u> <u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>RL.1.1 Ask and answer questions about key details in a text.</u> <u>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</u>
<u>1.RL.d2 Ask questions about key details in a familiar story.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u> <u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>RL.1.1 Ask and answer questions about key details in a text.</u> <u>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</u>

<u>1.RL.d3 Identify and/or describe the characters from a story.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.</u>	<u>Key Ideas and Details</u> R3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1.RL.e1 Answer questions regarding key events of stories.</u>	<u>Key Ideas and Details</u> R3. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>1.RL.e2 Use details to tell what happened in a story.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</u>
<u>1.RL.e3 Retell the sequence of events in a story.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the	<u>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</u>

	<u>key supporting details and ideas.</u>	
<u>Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1.RL.f1 Identify who is telling the story in a text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.1.6 Identify who is telling the story at various points in a text.</u>
<u>1.RL.f2 Identify and/or describe a setting in a story.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>1.RL.f3 Describe feelings of characters.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.1.3 Describe characters, settings, and major events in a story, using key details.</u>
<u>Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1.RL.g1 Identify the purpose of storybooks and informational text.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types</u>
<u>1.RL.g2 Compare and contrast (what is</u>	<u>Range of Reading and Level of Text</u>	<u>RL.1.9 Compare and contrast the</u>

<u>the same and what is different) the experiences of characters in stories.</u>	<u>Complexity</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>adventures and experiences of characters in stories.</u>
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English Language Arts | Grade 1 - Reading at the Word Level (RWL)

<u>Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.</u>	<u>Craft and Structure</u> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</u> <u>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</u>
<u>1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.</u>	<u>Craft and Structure</u> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</u> <u>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</u>
<u>1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.</u>	<u>Craft and Structure</u> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</u> <u>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</u>
<u>1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.</u>	<u>Craft and Structure</u> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape	<u>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</u> <u>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and</u>

	<u>meaning or tone.</u>	<u>phrases in a text.</u>
<u>Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RWL.b1 Identify or name uppercase letters of the alphabet.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>d) Recognize and name all upper- and lowercase letters of the alphabet.</u>
<u>1.RWL.b2 Identify or name lowercase letters of the alphabet.</u>	<u>Print Concepts</u> <u>RF1. Demonstrate understanding of the organization and basic features of print.</u>	<u>RF.K.1 Demonstrate understanding of the organization and basic features of print.</u> <u>d) Recognize and name all upper- and lowercase letters of the alphabet.</u>
<u>1.RWL.b3 Recognize the sound(s) for each letter.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</u>
<u>1.RWL.b4 Produce the sound(s) for each letter.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds</u>

		<u>for each consonant.</u>
<u>1.RWL.b5 Recognize rhyming words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>a) Recognize and produce rhyming words.</u>
<u>1.RWL.b6 Produce rhyming words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>a) Recognize and produce rhyming words.</u>
<u>1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>b) Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</u>
<u>1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</u>
<u>1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</u>

<u>1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</u>
<u>1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</u>
<u>Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u>
<u>1.RWL.c2 Identify the sound that differs between two similarly spelled words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u>
<u>1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>b) Know the spelling-sound correspondence for common consonant digraphs.</u>

<u>1.RWL.c4 Decode regularly spelled CVC words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>b) Decode regularly spelled one-syllable words.</u>
<u>1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Know final –e and common vowel team conventions for representing long vowel sounds.</u>
<u>1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>a) Distinguish long from short vowel sounds in spoken single-syllable words.</u>
<u>1.RWL.c7 Read or identify frequently occurring words with inflectional endings.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>f) Read words with inflectional endings.</u>
<u>1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</u> <u>b) Use frequently occurring affixes as a clue to the meaning of a word.</u>
<u>Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled</u>		

<u>words</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RWL.d1 Recognize grade-appropriate irregularly spelled words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>g) Recognize and read grade-appropriate irregularly spelled words.</u>
<u>1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings.</u> <u>b) Define words by category and by one or</u>

		<u>more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</u>
<u>1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings.</u> <u>a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</u>
<u>1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances with word meanings.</u> <u>a) Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</u>
<u>1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use sentence-level context as a clue to the meaning of a word or phrase.</u>
<u>Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.RWL.f1 With guidance and support, use newly acquired</u>	<u>Vocabulary Acquisition and Use</u>	<u>L.1.5 With guidance and support from adults, demonstrate understanding of word</u>

<p><u>words in real-life context.</u></p>	<p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p><u>Vocabulary Acquisition and Use</u></p> <p><u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u></p>	<p><u>relationships and nuances in word meanings.</u></p> <p><u>c) Identify real-life connections between words and their use (e.g., note places at home that are cozy). 1.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</u></p>
<p><u>1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u></p>	<p><u>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</u></p>

English Language Arts | Grade 1 - Writing: Across All Types (WA)

<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.</u>	<u>Research to Build and Present Knowledge</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.2 Use drawings or visual displays to add detail to written products or oral discussions.</u>	<u>Presentation of Knowledge and Ideas</u> SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.</u>	<u>Presentation of Knowledge and Ideas</u> SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.1.6 Produce complete sentences when appropriate to task and situation.
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.4 Print upper- and lowercase letters.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	<u>speaking.</u>	
<u>1.WA.5 Use frequently occurring nouns in dictating or writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>a) Print all upper- and lowercase letters.</u> <u>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Use common, proper, and possessive nouns.</u>
<u>1.WA.6 Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>) within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Use common, proper, and possessive nouns.</u>
<u>1.WA.7 Use frequently occurring adjectives in dictating or writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>f) Use frequently occurring adjectives.</u>
<u>1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>

		c) Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).
<u>1.WA.9 Use verbs to convey a sense of past, present, or future in writing.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e) Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
<u>1.WA.10 Use frequently occurring prepositions (e.g., <i>on, in</i>) in dictating or writing.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
<u>1.WA.11 Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) in writing.</u>	<u>Conventions of Standard English</u> L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g) Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
<u>1.WA.12 Produce and expand complete simple and compound declarative, interrogative,</u>	<u>Conventions of Standard English</u>	L.1.1 Demonstrate command of the conventions of standard English

<u>imperative, and exclamatory sentences in response to prompts.</u>	<u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>grammar and usage when writing or speaking.</u> <u>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</u>
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.13 Write a letter or letters for consonant and short-vowel sounds (phonemes).</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</u>
<u>1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Capitalize dates and names of people.</u>
<u>1.WA.15 Use end punctuation for sentences.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</u>	<u>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>

	<u>when writing.</u>	
<u>1.WA.16 Use conventional spelling for words with common spelling patterns</u>	<u>Conventions of Standard English</u> L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	b) <u>Use end punctuation for sentences.</u> L.1.2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> d) <u>Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</u>
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</u>	<u>Vocabulary Acquisition and Use</u> L4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.1.6 <u>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</u>

English Language Arts | Grade 2 - Habits and Dispositions (HD)

<u>E.HD.a recognizing that reading should "make sense" and that writing "carries a message"</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.a1. Ask for clarification and further explanation about topics and texts under discussion.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small or larger groups.</u> <u>d) Ask for clarification and further explanation as needed about topics and texts under discussion.</u>
<u>2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.</u>
<u>E.HD.b enjoying choosing texts to read and reread (or listen to/view) for own purposes (e.g., curiosity, personal interest, to find an answer, favorite author)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.2.10 By the end of year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.</u> <u>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the</u>

		<u>end of the range.</u>
<u>2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the end of the range.</u>
<u>E.HD.c engaging in shared and independent /self-initiated reading and writing activities</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.c1 Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</u> a) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and text under discussion).
<u>2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</u> b) Build on others' talk in conversations by linking their comments to the remarks of others.
<u>2.HD.c3 Participate in shared research or writing projects.</u>	<u>Research to Build and Present Knowledge</u> W7. Conduct short as well as more	<u>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</u>

	<u>sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	
<u>E.HD.d discussing a favorite text (something learned from reading, connect to experience); sharing own writing with others</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.d1 Retell a favorite text, including key details.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; <u>summarize the key supporting details and ideas.</u>	<u>RL.2.1 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</u>
<u>2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.</u>	<u>Comprehension and Collaboration</u> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</u>
<u>2.HD.d3 Engage in small or large group discussions by sharing one's own writing.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style that are appropriate to task, purpose, and audience.	<u>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</u>
<u>2.HD.d4 Discuss key details and main topic of a preferred text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; <u>summarize the key supporting details and</u>	<u>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</u>

	<u>ideas.</u>	
<u>E.HD.e practicing self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.e1 Identify text features to aid comprehension.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</u>
<u>2.HD.e2 Use text features to aid comprehension.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u> <u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.2.7 Use illustrations and details in a story to describe its characters, setting, or events.</u> <u>RI.2.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</u>
<u>2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.2.4.C Read with sufficient accuracy and fluency to support comprehension</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>

<u>E.HD.f explaining what "good/proficient" readers do to understand text (e.g., predict, connect to prior knowledge) and self-evaluating what worked</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.f1 Explain what information or strategy was used to help comprehend text.</u>		<u>No CCRA</u>
<u>2.HD.f2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.</u>		<u>No CCRA</u>
<u>E.HD.g using peer feedback and "mentor texts" to expand writing skills; self-evaluating what worked</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.HD.g1 Read books to examine how to write certain genres.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.2.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</u>
<u>2.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing to interact and collaborate with others.	<u>W.2.6 With guidance and support from adults, use technology to produce and publish writing, (using keyboarding skills) as well as to interact and collaborate with others.</u>
<u>2.HD.g3 With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>
<u>2.HD.g4 With guidance and support from adults, work with a peer to revise</u>	<u>Production and Distribution of Writing</u>	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen</u>

<u>a permanent product.</u>	<u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>writing as needed by revising and editing.</u>
<u>2.HD.g5 With guidance and support from adults, work with a peer to edit a permanent product.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>

English Language Arts | Grade 2 - Informational Writing (WI)

<u>Progress Indicator: E.WI.a generating ideas using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing), when responding to a topic, text, or stimulus (e.g., event, photo, etc.)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WI.a1 Describe, orally or in writing, factual information about familiar people, places, things, and/or events with details.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<u>2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: "What do we know about fire? Have you ever seen a camp fire? What did it feel like if you got too close to the fire?").</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
<u>Progress Indicator: E.WI.b describing information about a topic or text using drawings with details, written words (e.g., labels, names), and fact statements (e.g., "Spiders make webs") and 'reading back' what they have written</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WI.b1 Write statements that name a topic and supply some facts about the topic.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

<u>Progress Indicator: E.WI.c representing facts and descriptions through a combination of illustrations, captions, and simple sentences that often connect two clauses; applying basic capitalization and end punctuation</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>Progress Indicator: E.WI.d with support, using various information retrieval sources (e.g., word wall, book talks, visuals/images, Internet) to obtain facts and compose information on a topic</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WI.d1 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
<u>2.WI.d2 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</u>	<u>Research to Build and Present Knowledge</u> W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
<u>2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic</u>	<u>Research to Build and Present Knowledge</u>	W.2.8 Recall information from experiences or gather information from

<u>organizers) to gather information from provided sources.</u>	<u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>provided sources to answer a question.</u>
<u>Progress Indicator: E.WI.e with support, using simple note-taking strategies to record and group facts (e.g., numbering, T-chart, graphic organizer) to plan writing</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at grade 2</u>		
<u>Progress Indicator: E.WI.f selecting and ordering fact statements, using domain-specific vocabulary to describe a sequence of events or to explain a procedure (e.g., list necessary materials and tell steps in logical order)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at grade 2</u>		
<u>Progress Indicator: E.WI.g presenting factual information describing subtopics of larger topics using sentences in somewhat random order (e.g., listing fact statements rather than connecting or relating ideas)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</u>
<u>Progress Indicator: E.WI.h organizing factual information about subtopics of larger topics using relevant details in several related sentences</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WI.h1 Order factual statements to describe a sequence of events or to explain a procedure.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to</u>	<u>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop</u>

	<u>examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>points, and provide a concluding statement or section.</u>
<u>2.WI.h2 Provide a concluding statement or section to a permanent product.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</u>
<u>Progress Indicator: E.WI.i with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics</u>		
<u>Core Content Connectors:</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WI.i1 With guidance and support, use feedback to strengthen writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>

English Language Arts | Grade 2 - Literary Writing (WL)

<u>Progress Indicator: E.WL.a generating story ideas using discussion, dictation, drawing, letters/invented spelling, writing when responding to a stimulus (e.g., event, photo, text, daily writing log, etc.)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WL.a1 Generate ideas and or opinions when participating in shared writing projects.</u>	<u>Research to Build and Present Knowledge</u> W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
<u>2.WL.a2 Recall information from experiences to answer a question.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
<u>2.WL.a3 Describe ideas about familiar people, places, things, and/or events.</u>	<u>Presentation of Knowledge and Ideas</u> SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
<u>Progress Indicator: E.WL.b conveying meaning with illustrations/dictation to describe event, personal/imagined experience</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WL.b1 Share a story or recount</u>	<u>Presentation of Knowledge and Ideas</u>	SL.2.4 Tell a story or recount an experience with

<u>an experience with appropriate facts and relevant, descriptive details.</u>	<u>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</u>
<u>Progress Indicator: E.WLc telling a story/event using drawings with details, written words (e.g., nouns, names), & simple sentences; 'reading back' what they have written</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Presentation of Knowledge and Ideas</u> <u>SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u> <u>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</u>
<u>Progress Indicator: E.WLd logically sequencing events (e.g., beginning/middle/end) using some signal words (e.g., first, then, next); applying basic capitalization and end punctuation</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and</u>	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u>

	<u>well-structured event sequences.</u>	
<u>2.WL.d2 Write a narrative that includes a sense of closure.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u>
<u>Progress Indicator: E.WLe writing about a situation; describing characters by what they do, say, and think and what others say about them</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at 2nd grade</u>		
<u>Progress Indicator: E.WLf organizing texts with title and focus (e.g., introduce who, what, why) & connecting problem-solution</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WL.f1 Provide a title for writing that tells the central idea or focus.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u>
<u>2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</u>

<u>Progress Indicator: E.WL.g with support, revising by adding concrete details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (e.g., high frequency words), and mechanics</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>

English Language Arts | Grade 2 - Persuasive Writing (WP)

<u>Progress Indicator: E.WP.a generating ideas about a topic, text, or stimulus shared (event, photo, video, peers, etc.) using a range of responses (e.g., discussion, dictation, drawing, letters/invented spelling, writing)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WP.a1 Draw, dictate, or write an idea or opinion about a topic or text.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is....</i>).</u>
<u>2.WP.a2 Describe familiar people, places, things, and/or events with details orally or in writing.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.1.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.</u>
<u>2.WP.a3 Recall information from experiences to answer a question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</u>
<u>Progress Indicator: E.WP.b with prompting and support, connecting information/facts with personal opinions about a topic or text (e.g., I think it is an informational text because it has facts.) using discussion, drawings with details, written words (labels,</u>		

<u>nouns) or completing statements (e.g., This is what I like about dogs...; That character was funny because...) and 'reading back' what they have written</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WP.b1 State an opinion or preference about the topic or text and at least one reason that supports the opinion.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</u>
<u>2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</u>
<u>Progress Indicator: E.WP.c reading a variety of texts and distinguishing among text genres and their purposes (e.g., stories-entertain, texts that teach or give information, ads- convince you to buy, personal messages/letters- different purposes, include opinions)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI.</u>		
<u>Progress Indicator: E.WP.d with support, using simple note-taking strategies to record and distinguish facts/opinions or reasons for/against a real-world topic (e.g., T-chart with reasons why people like/do not like pizza)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart,</u>	<u>Research to Build and Present Knowledge</u>	<u>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</u>

<u>discussion web) to record reasons for or against a topic.</u>	<u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	
<u>2.WP.d2 Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</u>
<u>Progress Indicator: E.WP.e locating facts to support stated opinions about a topic (e.g., survey peers) or text; collaboratively describing reasons for/against through illustrations, captions, and simple sentences that connect reasons with evidence; applying basic capitalization and end punctuation</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</u>
<u>Progress Indicator: E.WP.f selecting a topic or text of personal interest, finding accurate information about the topic/text and generating statements (in somewhat random order) connecting opinion with reasons and supporting evidence (e.g., I like winter because...)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WP.f1 Write, draw, or dictate an</u>	<u>Text Types and Purposes</u>	<u>W.2.1 Write opinion pieces in which they introduce</u>

<u>opinion statement about a topic or book of interest., include at least one reason that supports the opinion.</u>	<u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	<u>the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</u>
<u>Progress Indicator: E.WP.g developing an opinion on a topic/text with statements that connect the stated opinion ("You will think/agree this story is funny...") in several related sentences with reasons and relevant details/supporting evidence for an authentic audience</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>	<u>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</u>
<u>Progress Indicator: E.WP.h with support and audience feedback, revising by adding relevant details, descriptions, and concluding statement/closure; editing using grade appropriate grammar, usage, spelling (high frequency words), and mechanics</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</u>

English Language Arts | Grade 2 - Reading Informational Text (RI)

<u>Progress Indicator: E.RI.c recognizing organization and features of informational texts (e.g., describes a topic, finds facts in visual information)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RI.c1 Use the illustrations and details in a text to describe or identify its key ideas.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</u>
<u>Progress Indicator: E.RI.d approaching informational texts with a question to answer; identifying key details and main topic</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</u>
<u>2.RI.d2 Identify the main topic of a multi-paragraph informational text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</u>
<u>2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</u>
<u>Progress Indicator: E.RI.e locating/interpreting information using a variety of text features (e.g., title, illustrations, bold print,</u>		

<u>glossary)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RI.e1 Identify and use various text features (e.g., title, bold print, illustrations, glossaries) to locate key facts or information in a text efficiently.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</u>
<u>2.RI.e2 Explain or identify what specific images (e.g., a diagram showing how a machine works) teach the reader to do or tell the reader.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</u>
<u>Progress Indicator: E.RI.f making connections among pieces of information (e.g., sequence events, steps in a process, cause-effect, compare-contrast relationships)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RI.f1 Compare and contrast the most important points presented by two texts on the same topic.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</u>
<u>2.RI.f2 Identify the sequence of events in an informational text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</u>
<u>2.RI.f3 Identify the steps in a process in an informational text.</u>	<u>Key Ideas and Details</u>	<u>RI.2.3 Describe the connection between a series of historical events, scientific ideas or</u>

	<u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>concepts, or steps in technical procedures in a text.</u>
<u>2.RI.f4 Identify the cause and effect relationships in an informational text.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</u>
<u>Progress Indicator: E.RI.g exploring the differences among texts and recognizing author's purpose: texts to "teach" us about...</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RI.g1 Identify the main purpose of a text, including what question the author is answering, explaining, or describing.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</u>
<u>2.RI.g2 Identify the facts and details an author gives to support points in a text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.1.8 Identify the reasons an author gives to support points in a text.</u>
<u>2.RI.g3 Describe how facts and details support specific points the author makes in a text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.2.8 Describe how reasons support specific points the author makes in a text.</u>

English Language Arts | Grade 2 - Reading Literary (RL)

<u>Progress Indicator: E.RL.c recognizing organization and features of literary texts (e.g., follows a story line/chronology of events, interprets illustrations; connects word meanings)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>2.RL.c1 Use illustrations and details in a story to describe its characters, setting, or events.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</u>
<u>2.RL.c2 Use illustrations to answer questions about the characters, key events, the problem or solution in a story.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</u>
<u>2.RL.c3 Describe or select the description of what happened (or key events from) in the beginning of the story.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</u>
<u>2.RL.c4 Describe or select the description of what happened (or key events from) in the end of the story.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</u>

<u>2.RL.c5 Use signal words (e.g., <i>then, while, because, when, after, before, later</i>) to describe event sequence, actions, and interactions in a story.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</u>
<u>Progress Indicator: E.RL.d identifying main characters, key events, a problem, or solution when prompted</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>2.RL.d1 Answer <i>who, what, where, when, why,</i> and <i>how</i> questions from stories.</u>	<u>Key Ideas and Details</u> R1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<u>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</u>
<u>2.RL.d2 Describe or select a description of a major event or problem in a story.</u>	<u>Key Ideas and Details</u> R3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.2.3 Describe how characters in a story respond to major events and challenges.</u>
<u>2.RL.d3 Describe or select a description of how characters respond to major events or problems in a story.</u>	<u>Key Ideas and Details</u> R3. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.2.3 Describe how characters in a story respond to major events and challenges.</u>
<u>Progress Indicator: E.RL.e retelling or paraphrasing sequence of events, central ideas, and details from a range of stories</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>2.RL.e1 Use details to recount stories, including fables and folktales from diverse</u>	<u>Key Ideas and Details</u>	<u>RL.2.2 Recount stories, including fables and folktales from diverse</u>

<u>cultures.</u>	<u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>cultures, and determine their central message, lesson, or moral.</u>
<u>2.RL.e2 Recount or describe key ideas or details from literary text read aloud or information presented orally or through other media.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and format, including visually, quantitatively, and orally.</u>	<u>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</u>
<u>Progress Indicator: E.RL.f interpreting and analyzing literary elements within a text (e.g., intentions/feelings of characters, cause-effect relationships, a lesson)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>2.RL.f1 Use information gained from illustrations to describe elements within the setting.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</u>
<u>2.RL.f2 Identify different points of view different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?).</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</u>
<u>2.RL.f3 Use information gained from illustrations to describe a character's feelings or what a character wanted.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in</u>	<u>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate</u>

	<u>diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>understanding of its characters, setting, or plot.</u>
<u>2.RL.f4 Use information gained from illustrations to describe a relationships between characters (e.g., mother/daughter, love/hate).</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</u>
<u>2.RL.f5 Determine the central message, lesson or moral from fables and folktales from diverse cultures.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</u>
<u>Progress Indicator: E.RL.g exploring, interpreting, and comparing literary text genres, text features, story lines, or author's styles</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>2.RL.g1 Compare and contrast illustrations or visuals between two versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</u>
<u>2.RLg2 Compare and contrast characters or events between two versions of the same story by different authors or from different cultures.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the	<u>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</u>

	<u>authors take.</u>	
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English Language Arts | Grade 2 - Reading at the Word Level (RWL)

Progress Indicator: E.RWL.a acquiring understanding of new words from shared literacy activities		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.RWL.a1 Identify connections with previously understood words to acquire the meaning of a new word (e.g., weeping is like crying).</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>
Progress Indicator: E.RWL.b recognizing the reciprocal relationship of sound to letter/letter to sound in words (e.g., letter-sound knowledge; rhyming; blending, segmenting, substituting sounds)		
Core Content Connectors: 2	CCRA Standards	Idaho Content Standard
<u>2.RWL.b1 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>b) Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.</u>
<u>2.RWL.b2 Isolate and/or produce initial, medial vowel, and/or final sounds in consonant-vowel-consonant (CVC) words</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>c) Isolate and produce initial, medial vowel, and final sounds (phonemes) in</u>

		<u>spoken single-syllable words.</u>
<u>2.RWL.b3 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</u>	<u>Phonological Awareness</u> <u>RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u>	<u>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</u> <u>d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</u>
<u>Progress Indicator: E.RWL.c applying grade-level phonics and word analysis skills when decoding or interpreting word meaning (e.g., reading names, signs, labels, lists, connected text)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RWL.c1 Read or identify frequently occurring root words with and without inflectional endings.</u>	<u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>f) Read words with inflectional endings.</u> <u>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</u>
<u>2.RWL.c2 Identify long and short vowels in regularly spelled one-syllable words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u>

		a) <u>Distinguish long and short vowels when reading regularly spelled one-syllable words.</u>
<u>2.RWL.c3 Decode regularly spelled one-syllable words with long vowels.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Decode regularly spelled two-syllable words with long vowels.</u>
<u>2.RLW.c4 Decode regularly spelled two-syllable words with long vowels.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Decode regularly spelled two-syllable words with long vowels.</u>
<u>2.RWL.c5 Decode words with common prefixes and suffixes.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>d) Decode words with common prefixes and suffixes.</u>
<u>2.RWL.c6 Determine the meaning of a new word formed when a known prefix is added to the known word or root.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference</u>	<u>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</u>

	<u>materials, as appropriate.</u>	<u>b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell, retell).</u>
<u>2.RWL.c7 Use knowledge of the meaning of individual words to predict the meaning of compound words.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</u> <u>d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark).</u>
<u>Progress Indicator: E.RWL.d reading grade-appropriate words with automaticity and fluency, including irregularly spelled words</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RWL.d1 Recognize and/or read grade appropriate irregularly spelled words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>d) Recognize and read grade-appropriate irregularly spelled words.</u>
<u>2.RWL.d2 Identify grade-level words with accuracy and on successive attempts.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</u>

		<u>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>2.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>Progress Indicator: E.RWL.e determining word meaning, multiple meanings, or shades of meaning based on word relationships (e.g., categories, synonyms/antonyms), context, or use of resources (e.g., glossary)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RWL.e1 With guidance and support from adults, distinguish shades of meaning among verbs differing in manner or adjectives differing intensity by defining them or acting out their meaning.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</u> <u>d) Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</u>
<u>2.RWL.e2 Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</u>

		<u>b) Distinguish shades of meaning among closely related verbs differing in manner (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</u>
<u>2.RWL.e3 Use context to confirm or self-correct word recognition.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>
<u>2.RWL.e4 Use sentence context as a clue to the meaning of a word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use sentence-level context as a clue to the meaning of the word or phrase.</u>
<u>2.RWL.e5 Use a glossary or beginning dictionary to determine the meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</u> <u>e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</u>

<u>2.RWL.e6 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</u>	<u>Craft and Structure</u> R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</u>
<u>Progress Indicator: E.RWL.f using newly learned words in conversations, writing, and in responding to questions about texts read, heard, or viewed</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.RWL.f1 Use newly acquired words in real-life context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</u> <u>a) Identify real-life connections between words and their use (e.g., describe foods that are spicy and juicy).</u> <u>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>
<u>2.RWL.f2 Use adjectives to describe nouns.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to</u>	<u>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>

	<u>comprehension or expression.</u>	
<u>2.RWL.f3 Use adverbs to describe verbs.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>

English Language Arts | Grade 2 - Writing: Across All Types (WA)

<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.1 Use end punctuation for sentences.</u>	<u>Conventions of Standard English</u> L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<u>L.1.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Use end punctuation for sentences.</u>
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.2 With guidance and support from adults, use a variety of digital tools (e.g., word processing, internet) to produce and publish writing, including collaboration with peers.</u>	<u>Research to Build and Present Knowledge</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</u>
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.3 Use drawings or other visual displays to clarify ideas, thoughts, and feelings.</u>	<u>Presentation of Knowledge and Ideas</u> SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<u>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</u>
<u>Core Content Connectors: 1</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.4 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.</u>	<u>Presentation of Knowledge and Ideas</u> SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating	<u>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</u>

	<u>command of formal English when indicated or appropriate.</u>	
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.5 Use collective and irregular plural nouns within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u> <u>a) Use collective nouns (e.g., <i>group</i>).</u> <u>b) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</u>
<u>2.WA.6 Use past tense irregular verbs within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u> <u>d) Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</u>
<u>2.WA.7 Use adjectives and adverbs within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u> <u>e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</u>
<u>2.WA.8 Use reflexive pronouns (e.g., myself, ourselves) within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u>

	<u>conventions of standard English grammar and usage when writing or speaking.</u>	<u>c) Use reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</u>
<u>2.WA.9 Produce and expand upon simple or compound sentences.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.</u> <u>f) Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</u>
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.10 Write a letter or letters for consonant and short-vowel sounds (phonemes).</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>c) Write a letter or letters for most consonant and short-vowel sounds (phonemes).</u>
<u>2.WA.11 Use end punctuation for sentences.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>b) Use end punctuation for sentences.</u>
<u>2.WA.12 Use conventional spelling for</u>	<u>Conventions of Standard English</u>	<u>L.1.2 Demonstrate command of the</u>

<u>words with common spelling patterns.</u>	<u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</u>
<u>2.WA.13 Capitalize dates, names of people, holidays, product names, and geographic names.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Capitalize holidays, product names, and geographic names.</u>
<u>Core Content Connectors: 2</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>2.WA.14 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>	<u>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</u>

English Language Arts | Grade 3 - Habits and Dispositions (HD)

<u>E.HD.h self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u> <u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u> <u>RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</u> <u>RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</u>
	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</u> <u>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</u>
<u>E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)</u>		

<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</u>
<u>3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</u>
<u>3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</u>
<u>3.HD.i4 Express ideas and understanding in light of</u>	<u>Comprehension and Collaboration</u>	<u>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in</u>

<u>collaborative discussions.</u>	<u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Explain their own ideas and understanding in light of the discussion.</u>
<u>E.HD.j use self-monitoring talk ("I think...", "This reminds me of...", "This was about...") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>
<u>E.HD.k deepening exposure to favorite authors/topics/genres and explaining/supporting preferences</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.k1 Explain preferences for favorite authors, topics, and/or genres.</u>		<u>No CCRA</u>
<u>E.HD.l self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.l1 Explain what information or strategy was used to help comprehend text.</u>		<u>No CCRA</u>
<u>3.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.</u>		<u>No CCRA</u>
<u>3.HD.l3 Describe process used to</u>		<u>No CCRA</u>

<u>develop writing.</u>		
<u>E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.</u>		<u>No CCRA</u>

English Language Arts | Grade 3 - Informational Writing (WI)

<u>Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at grade 3</u>		
<u>Progress Indicator: E.WI.k locating information from at least two reference sources (print/ non-print) to obtain information on a topic (e.g., sports); listing sources</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WI.k1 Gather information (e.g., take notes) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>3.WI.k3 Locate important points on a single topic from two informational texts or sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	<u>the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	
<u>Progress Indicator: E.WI.1 using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WI.11 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<u>3.WI.12 Take brief notes (e.g., graphic organizers, notes, labeling, listing) from sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>3.WI.13 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c.) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
<u>3.WI.14 Sort evidence (e.g., graphic organizer) collected from print and/or digital</u>	<u>Research to Build and Present Knowledge</u>	W.3.8 Recall information from experiences or gather information from

<u>sources into provided categories.</u>	<u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>print and digital sources; take brief notes on sources and sort evidence into provided categories.</u>
<u>3.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>W.3.7 Conduct short research projects that build knowledge about a topic.</u>
<u>3.WI.16 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.")</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WI.m1 Introduce a topic and grouping related information together.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>a.) Introduce a topic and group related information together; include illustrations when useful to aiding</u>

		<u>comprehension.</u>
<u>Progress Indicator: E.WI.n selecting <i>relevant</i> facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WI.n1 Identify key details in an informational text.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u>
<u>Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>b.) Develop the topic with facts, definitions, and details.</u>
<u>Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through</u>	<u>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u>

	<u>the effective selection, organization, and analysis of content.</u>	<u>a.) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</u>
<u>Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WI.q1 Provide a concluding statement or section to summarize the information presented.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>d.) Provide a concluding statement or section.</u>
<u>Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	<u>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u>

	<u>audience.</u>	
<u>3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

English Language Arts | Grade 3 - Literary Writing (WL)

<u>Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.h1 Recall information from experiences for use in writing.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<u>Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	<u>accuracy of each source, and integrate the information while avoiding plagiarism.</u>	
<u>3.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u>
<u>Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> a) Establish a situation and introduce a narrator and/or characters; organize an event

		<u>sequence that unfolds naturally.</u>
<u>3.WL.j2 Sequence events in writing that unfold naturally.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u>
<u>Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</u>
<u>Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.l1 Use temporal words and phrases to signal event</u>	<u>Text Types and Purposes</u>	<u>W.3.3 Write narratives to develop</u>

<u>order.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>c) Use temporal words and phrases to signal event order.</u>
<u>Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>d) Provide a sense of closure.</u>
<u>Progress Indicator: E.WL.n with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity</u>		

<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
<u>3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

English Language Arts | Grade 3 - Persuasive Writing (WP)

<u>Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WP.i1 Recall relevant information from experiences for use in writing.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good pets)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WP.j1 Gather facts (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
<u>3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources,	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

	<u>assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	
<u>3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u>
<u>3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant</u>	<u>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</u>

	<u>sufficient evidence.</u>	<u>a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</u>
<u>Progress Indicator: E.HD.1 selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WP.11 Provide reasons or facts that support a stated opinion.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</u> <u>b) Provide reasons that support the opinion.</u>
<u>Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples using several related sentences, and making connections using transitions (because, but, for example, etc.)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WP.m1 Use linking words and phrases that connect the opinions and reasons.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</u> <u>c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</u>
<u>3.WP.m2 Elaborate on each reason given in support of an opinion with relevant details.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the</u>	<u>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</u>

	<u>organization, development, and style are appropriate to task, purpose, and audience.</u>	
<u>Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WP.n1 Provide a concluding statement or section.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. d) Provide a concluding statement or section.
<u>Progress Indicator: E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<u>Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WP.p1 With guidance and support from adults, produce a permanent product in which the development and organization are appropriate to the task and purpose.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization,	W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

	<u>and style are appropriate to task, purpose, and audience.</u>	
<u>3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</u>	<u>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

English Language Arts | Grade 3 - Reading Informational Text (RI)

<u>Progress Indicator: E.RI.h locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RI.h1 Identify the purpose of a variety of text features.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
<u>3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including	RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

	<u>visually and quantitatively, as well as in words.</u>	
<u>Progress Indicator: E.RI.i identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>
<u>3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Comprehension and Collaboration</u> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</u> <u>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to	<u>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u> <u>SL.3.2 Determine the main ideas and</u>

	<u>support conclusions drawn from the text.</u> <u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>Progress Indicator: E.RI.j attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</u>
<u>3.RI.j2 Describe the connection between sentences and paragraphs in a text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</u>
<u>Progress Indicator: E.RI.k using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RI.k1 Identify the author's purpose in an informational text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose</u>	<u>RI.3.6 Distinguish their own point of view from that of the author of a text.</u>

	<u>shapes the content and style of a text.</u>	
<u>3.RI.k2 Identify own point of view about a topic.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.3.6 Distinguish their own point of view from that of the author of a text.</u>
<u>3.RI.k3 Compare own point of view to that of the author.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.3.6 Distinguish their own point of view from that of the author of a text.</u>
<u>3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</u>
<u>3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</u>
<u>Progress Indicator: E.RI.I using evidence to show how graphics/ visuals support central ideas</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RI.I1 Identify information learned from illustrations and information learned from the words in an informational text.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u>
<u>3.RI.I2 Use information gained from</u>	<u>Integration of Knowledge and Ideas</u>	<u>RI.3.7 Use information gained from</u>

<u>illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u>	<u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u>
<u>3.RI.I3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u>
<u>Progress Indicator: E.RI.m using a variety of sources to research a topic; determining relevance of information; making connections within or across texts</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RI.m1 When researching a topic, find the relevant details or information from a text.</u>		<u>No CCRA link</u>
<u>3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</u>
<u>Progress Indicator: E.RI.n analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RI.n1 Identify facts that an author uses to support a specific point or opinion.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development;</u>	<u>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</u>

	<u>summarize the key supporting details and ideas.</u>	
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English Language Arts | Grade 3 - Reading Literary (RL)

<u>Progress Indicator: E.RL.h describing relationships among characters, setting, key events, and conflicts</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u>
<u>3.RL.h2 Explain how characters actions contribute to the sequence of events/plot.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u>
<u>Progress Indicator: E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u>
<u>3.RL.i2 Answer literal questions and refer to text to support your answer.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text	<u>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis</u>

	<u>says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>for the answers.</u>
<u>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u> <u>Integration of Knowledge and Ideas</u> <u>R 7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</u>	<u>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u> <u>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</u>
<u>Progress Indicator: E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>3.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents).</u>		<u>No CCRA link</u>
<u>3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</u>

<u>3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter).</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</u>
<u>3.RL.j4 Identify narrator or character's point of view.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</u>
<u>3.RL.j5 Identify own point of view.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</u>
<u>3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</u>
<u>Progress Indicator: E.RL.k identifying central ideas and key details to derive author's purpose, message or theme</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u>

<u>3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>Comprehension and Collaboration</u> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u>
<u>Progress Indicator: E.RL.I using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>3.RL.I1 Describe a character's traits in a story using details from the text and illustrations.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u>
<u>3.RL.I2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u>
<u>3. RL.I3 Explain a character's feelings in a story using the character's thoughts, words,</u>	<u>Key Ideas and Details</u>	<u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings)</u>

<u>and actions as evidence from the text.</u>	<u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>and explain how their actions contribute to the sequence of events.</u>
<u>3.RL.14 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u>
<u>Progress Indicator: E.RL.m describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>3.RL.m1 Analyze how a character's point of view influences a conflict within a text.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</u>
<u>3.RL.m2 Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</u>

English Language Arts | Grade 3 - Reading at the Word Level (RWL)

<u>Progress Indicator: E.RWL.g Applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RWL.g1 Identify the meaning of most common prefixes.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Identify and know the meaning of most common prefixes and derivational suffixes.</u>
<u>3.RWL.g2 Identify the meaning of most common suffixes.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Identify and know the meaning of most common prefixes and derivational suffixes.</u>
<u>3.RWL.g3 Decode regularly spelled one-syllable words with long vowels.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Decode regularly spelled two-syllable words with long vowels.</u>
<u>3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Decode regularly spelled two-syllable words with long vowels.</u>
<u>3.RWL.g5 Decode</u>	<u>Phonics and Word Recognition</u>	<u>RF.3.3 Know and apply grade-level phonics and</u>

<u>multisyllable words.</u>	<u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>word analysis skills in decoding words.</u> <u>c) Decode multi-syllable words.</u>
<u>3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</u> <u>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</u>
<u>3.RWL.g7 Determine the meaning of the new word formed when a known affix is added to a known word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</u> <u>b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless</i>).</u>

		<u>heat/preheat).</u>
<u>Progress Indicator: E.RWL.h Reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>c) Read grade-appropriate irregularly spelled words.</u>
<u>3.RWL.h2 Identify grade level words with accuracy.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>Progress Indicator: E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.RWL.i1 Use context to confirm or self-correct word recognition.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.3.4 Read with sufficient accuracy and fluency to support comprehension.</u>

		c) <u>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>
<u>3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</u>	<u>Vocabulary Acquisition and Use</u> L4. <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	L.3.4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</u> a) <u>Use sentence-level context as a clue to the meaning of the word or phrase.</u>
<u>3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> L4. <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	L.3.4 <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.</u> d) <u>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</u>
<u>3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.</u>	<u>Vocabulary Acquisition and Use</u> L5. <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	L.3.5 <u>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> c) <u>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</u>
<u>Progress Indicator: E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing, and in responses to texts read, heard, or viewed</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>3.RWL.j1 Use newly acquired words in real-life context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</u>
<u>3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</u>
<u>3.RWL.j3 Use newly acquired domain-specific words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</u>
<u>3.RWL.j4 Determine the meaning of general academic and domain-specific words and phrases</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical,</u>	<u>RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</u>

<u>in a text relevant to a grade 3 topic or subject area.</u>	<u>connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	
<u>Progress Indicator: E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</u>
<u>3.RWL.k2 Determine the meaning of literal and non-literal words and phrases as they are used in a text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</u>

English Language Arts | Grade 3 - Writing: Across All Types (WA)

<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WA1. Develop keyboarding skills.</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs).
<u>3.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs).
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details; speak clearly at an understandable pace.

<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</u>	<u>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</u>
<u>3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Form and use regular and irregular plural nouns.</u> <u>c) Use abstract nouns (e.g., <i>childhood</i>).</u> <u>d) Form and use regular and irregular verbs.</u> <u>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</u>
<u>3.WA.6 Use simple and compound sentences in informative/explanatory writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>

		<u>i. Produce simple, compound, and complex sentences.</u>
<u>3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Form and use regular and irregular plural nouns.</u> <u>c) Use abstract nouns (e.g., <i>childhood</i>).</u> <u>d) Form and use regular and irregular verbs.</u> <u>g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</u>
<u>3.WA.8 Use correct subject-verb and pronoun-antecedent agreement within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.3. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>f) Ensure subject-verb and pronoun-antecedent agreement.</u>
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WA.9 Capitalize words in holidays, product names, geographic names, and appropriate words in a title.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>

		a) Capitalize appropriate words in titles.
<u>3.WA.10 Use quotation marks within writing.</u>	<u>Conventions of Standard English</u> L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c) Use commas and quotations marks in dialogue
<u>3.WA.11 Use conventional spelling (e.g., <i>sitting, smiled, cries</i>) and spelling patterns (e.g., <i>word families, syllable patterns, ending rules</i>) in writing words.</u>	<u>Conventions of Standard English</u> L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f) Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.
<u>3.WA.12 Use commas accurately in addresses or dialogue within writing.</u>	<u>Conventions of Standard English</u> L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

		c) Use commas and quotations marks in dialogue.
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WA.13 Choose words and phrases for appropriate effect (e.g. to inform) within writing.</u>	<u>Conventions of Standard English</u> L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases for effect.
<u>Core Content Connectors: 3</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>3.WA.14 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</u>	<u>Vocabulary Acquisition and Use</u> L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.3.6 Acquire and use accurately grade-appropriate conversation, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

English Language Arts | Grade 4 - Habits and Dispositions (HD)

<u>E.HD.h self-selecting texts by reading level to expand personal breadth or depth (e.g., genre, author, topic, inquiry)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.</u> <u>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>4.HD.h2 Report out about two or more texts on the same self-selected topic.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u>
<u>E.HD.i contributing relevant ideas in book or writing discussions and initiating comments (e.g., share something learned, ask questions, make connections)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing	<u>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u>

	<u>their own clearly and persuasively.</u>	<u>a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</u>
<u>4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</u>
<u>4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</u>
<u>4.HD.i4 Review the key ideas expressed within a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Review the key ideas expressed and explain</u>

		<u>their own ideas and understanding in light of the discussion.</u>
<u>E.HD.j use self-monitoring talk ("I think...", "This reminds me of...", "This was about...") and fix-up strategies (e.g., rereading, word solving using phonics and context clues, visualizing) to monitor comprehension</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</u>	<u>Fluency</u> RF4. Read with sufficient accuracy and fluency to support comprehension.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<u>E.HD.k deepening exposure to favorite authors/topics/genres and explaining/supporting preferences</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.HD.k1 Explain preferences for favorite authors, topics, and/or genres.</u>		<u>No CCRA</u>
<u>E.HD.l self-evaluating and describing own process of comprehension (e.g., thinking aloud, one-to-one conferences, written response) or composition (e.g., planning, organizing, rereading own writing)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.HD.l1 Explain what information or strategy was used to help comprehend text.</u>		<u>No CCRA</u>
<u>4.HD.l2 Evaluate if a "fix-up" or comprehension strategy was effective or not for a given topic or text.</u>		<u>No CCRA</u>
<u>4.HD.l3 Describe process used to develop writing.</u>		<u>No CCRA</u>
<u>E.HD.m setting reading/writing goals based on feedback and taking steps to meet goals</u>		

<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.HD.m1 With guidance and support from peers and adults, develop and strengthen reading skills.</u>		<u>No CCRA</u>

English Language Arts | Grade 4 - Informational Writing (WI)

<u>Progress Indicator: E.WI.j generating their own ideas for writing; using strategies to clarify writing (e.g., conference with peers, find words for stronger descriptions)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at grade 4</u>		
<u>Progress Indicator: E.WI.k locating information from at least two reference sources (e.g., print/ non-print) to obtain information on a topic (e.g., sports); listing sources</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WI.k1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u>
<u>4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u>
<u>Progress Indicator: E.WI.l using note-taking and organizational strategies (e.g., graphic organizers, notes, labeling, listing) to record and meaningfully organize information (e.g., showing sequence, compare/contrast, cause/effect, question/answer) relating topic/subtopics to evidence, facts</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WI.l1 With guidance and support</u>	<u>Production and Distribution of Writing</u>	<u>W.4.5 With guidance and support from peers</u>

<u>from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</u>	<u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>4.WI.12 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u>
<u>4.WI.13 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>c.) Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</u>
<u>4.WI.14 Sort evidence collected from print and/or digital sources into provided categories.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u>
<u>4.WI.15 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject</u>	<u>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</u>

	<u>under investigation.</u>	
<u>4.WI.6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. <u>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</u>	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WI.m writing an introduction of several sentences that sets the context and states a focus/controlling idea about a topic/subtopics (e.g., "Many sports can be played outside in winter.")</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.</u>	<u>Text Types and Purposes</u> W2. <u>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> a.) <u>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u>
<u>Progress Indicator: E.WI.n selecting relevant facts, details, or examples to support the controlling idea, including use of domain-specific vocabulary</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WI.n1 Identify key details from an informational text.</u>	<u>Research to Build and Present Knowledge</u> W8. <u>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u>
<u>4.WI.n2 Use precise language and</u>	<u>Text Types and Purposes</u>	<u>W.4.2 Write informative/explanatory texts to</u>

<u>domain-specific vocabulary to inform about or explain the topic.</u>	<u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>examine a topic and convey ideas and information clearly.</u> <u>d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>
<u>Progress Indicator: E.WI.o presenting factual information about subtopics of larger topics, grouping relevant details using several related and varied sentence types</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u>
<u>Progress Indicator: E.WI.p incorporating text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning of informational writing</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>a.) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to</u>

		<u>aiding comprehension.</u>
<u>Progress Indicator: E.WI.q writing a conclusion or concluding statement that links back to the focus.</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WI.q1 Provide a concluding statement or section to support the information presented.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e.) Provide a concluding statement or section related to the information or explanation presented.
<u>Progress Indicator: E.WI.r with support, editing informational text for clarity and meaning: grade-appropriate spelling (e.g., words that follow patterns/rules), end punctuation and capitalization, variety of sentence types</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<u>Progress Indicator: E.WI.s revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<u>4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

<u>audience.</u>	<u>which the development, organization, and style are appropriate to task, purpose, and audience.</u>	
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English Language Arts | Grade 4 - Literary Writing (WL)

<u>Progress Indicator: E.WL.h generating their own ideas for writing; using strategies to clarify writing (e.g., peer conferencing, find words for stronger descriptions)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WL.h1 Recall relevant information from experiences for use in writing.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<u>4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on an literary topic (e.g., select a topic, draft outline, develop narrative).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<u>Progress Indicator: E.WL.i using strategies (e.g., notes, graphic organizers, webbing, mentor texts) to develop and organize ideas (e.g., chronology, problem-solution)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

	<u>information while avoiding plagiarism.</u>	
<u>4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u>
<u>4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WL.j writing an introduction of several sentences/lines that sets the context/situation & 'hooks' readers (e.g., lead with action, dialogue)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> a) <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u>

<u>4.WL.j2 Sequence events in writing that unfold naturally.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u>
<u>Progress Indicator: E.WL.k taking and sustaining a point of view as storyteller (e.g., narrator or character) seeing the situation through his/her eyes; developing characters and advancing plot with setting, deeds, dialogue, description</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>b) Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u>
<u>4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u>

		<u>d) Use concrete words and phrases and sensory details to convey experiences and events precisely</u>
<u>Progress Indicator: E.WL.l elaborating with precise language and concrete and sensory details; using varied sentence types and transitions</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>c) Use a variety of transitional words and phrases to manage the sequence of events.</u>
<u>Progress Indicator: E.WL.m writing a believable or satisfying conclusion or concluding statement that links back to a lesson learned</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>e) Provide a conclusion that follows from the narrated experiences or events.</u>
<u>Progress Indicator: E.WL.n with support, editing for clarity and meaning: grade appropriate spelling, punctuation and capitalization, sentence types</u>		

<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WL.o revising full texts, writing from the reader's perspective: making judgments about clarity, intent of word choice, and overall continuity</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u>
<u>4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

English Language Arts | Grade 4 - Persuasive Writing (WP)

<u>Progress Indicator: E.WP.i generating their own ideas for writing; using strategies to understand opinion writing (e.g., discuss possible reasons for/against with peers; analyze mentor texts- ads, book/movie reviews, letters to editor)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.i1 Recall relevant information from experiences for use in writing.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<u>4.WP.i2 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</u>	<u>Research to Build and Present Knowledge</u> W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a) Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b) Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<u>Progress Indicator: E.WP.j developing an understanding of a topic/text by locating evidence and using note-taking strategies to record and organize information relating to opposing sides of an issue (e.g., why people think/do not think dogs make good</u>		

<u>pets)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<u>4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
<u>4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
<u>4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

<u>4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u>
<u>Progress Indicator: E.WP.k writing an introduction (e.g., for a letter about a product; for a book talk) of several sentences that sets the context (e.g., title/author of book) and states a focus (opinion)/controlling idea about a topic/text</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</u> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
<u>Progress Indicator: E.HD.l selecting relevant facts, details, or examples to support the controlling idea/opinion, including use of domain-specific vocabulary</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.l1 Provide reasons which include facts and details that support a stated opinion.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information</u> b) Provide reasons that are supported by facts and details.
<u>Progress Indicator: E.WP.m stating reasons in a logical order, elaborating on each reason with relevant details and examples</u>		

<u>using several related sentences, and making connections using transitions (because, but, for example, etc.)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.m1 Create an organizational structure that lists reasons in a logical order.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
<u>4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
<u>4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
<u>Progress Indicator: E.WP.n writing a conclusion or concluding statement that links back to the focus (opinion) and helps to summarize key reasons</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>4.WP.n1 Provide a concluding statement or section related to the opinion presented.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</u> d. Use precise language and domain-specific vocabulary to support the opinion piece.
<u>Progress Indicator: E.WP.o with support, editing for clarity and meaning: grade-appropriate spelling (words that follow patterns/rules), end punctuation and capitalization, variety of sentence types.</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>
<u>Progress Indicator: E.WP.p revising full texts from the reader's perspective: making judgments about clarity of message, intent of word choice, and overall continuity of text/visual/auditory components, peer/audience feedback</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u>
<u>4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing,	<u>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</u>

	<u>rewriting, or trying a new approach.</u>	
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English Language Arts | Grade 4 - Reading Informational Text (RI)

<u>Progress Indicator: E.RI.h locating relevant key ideas using text features (e.g., table of contents, diagrams, tables, animations) to answer questions and expand understanding</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RI.h1 Use text features (keywords, glossary) to locate information relevant to a given topic or question.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</u>
<u>4.RI.h2 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</u>
<u>4.RI.h3 Use illustrations (e.g., maps, photographs, diagrams, timelines) in informational texts to answer questions.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u>
<u>4.RI.h4 Use information presented visually,</u>	<u>Integration of Knowledge and</u>	<u>RI.4.7 Interpret information presented</u>

<u>orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.</u>	<u>Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u>
<u>4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u>
<u>Progress Indicator: E.RI.i identifying, paraphrasing, or summarizing central ideas and supporting details; determining importance of information</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RI.i1 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
<u>4.RI.i2 Refer to details and examples in a text when drawing basic inferences from an informational text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make	<u>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u>

	<u>logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	
<u>4.RI.i3 Determine the main idea of an informational text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</u>
<u>4.RI.i4 Identify supporting details of an informational text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</u>
<u>4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>Comprehension and Collaboration</u> SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>Progress Indicator: E.RI.j attending to signal words, text structure, and semantic cues to interpret and organize information (e.g., sequence, description, compare contrast, cause-effect)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).</u>	<u>Craft and Structure</u> RI5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or	<u>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u>

	<u>stanza) relate to each other and the whole.</u>	
<u>4.RI.j2 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u>
<u>4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</u>
<u>Progress Indicator: E.RI.k using supporting evidence to analyze or compare texts or parts of texts: author's purpose, points of view, key ideas/details, different accounts</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RI.k1 Determine if information in a text is firsthand or secondhand.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u>
<u>4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style</u>	<u>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u>

	of a text.	
<u>4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</u>
<u>4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.</u>	<u>Comprehension and Collaboration</u> SL3. Identify the reasons and evidence a speaker provides to support particular points.	<u>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points</u>
<u>4. RI.k5 Identify reasons that the author uses to support ideas in an informational text.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</u>
<u>Progress Indicator: E.RI.I using evidence to show how graphics/visuals support central ideas</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RI.I1 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and	<u>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in</u>

<u>which it appears.</u>	<u>quantitatively, as well as in words.</u>	<u>which it appears.</u>
<u>Progress Indicator: E.RI.m using a variety of sources to research a topic; determining relevance of information; making connections within or across texts</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</u>
<u>Progress Indicator: E.RI.n analyzing how authors use facts, details, & explanations to develop ideas or support their reasoning</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4. RI.n1 Identify facts that an author uses to support a specific point or opinion.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</u>

English Language Arts | Grade 4 - Reading Literary (RL)

<u>Progress Indicator: E.RL.h describing relationships among characters, setting, key events, and conflicts</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	<u>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</u>
<u>Progress Indicator: E.RL.i using evidence from the text to summarize or make and support inferences, opinions, and conclusions</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
<u>4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
<u>4.RL.i3 Use evidence from the text to summarize a story, poem or drama.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development;	<u>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</u>

	<u>summarize the key supporting details and ideas.</u>	
<u>4.RL.i4 Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions, and conclusions.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</u>	<u>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</u>
<u>4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>Progress Indicator: E.RL.j describing or classifying texts according to literary genre, text features, or author's style/perspective</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>4.RL.j1 Identify the structure of a chapter book (e.g., where a new chapter begins in a text; what is in the Table of Contents).</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</u>
<u>4.RL.j2 Identify how the structure of a poem is different than a story (e.g., identify rhyme, shorter than stories; stanza instead of paragraph).</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text</u>	<u>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)</u>

	<u>(e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>when writing or speaking about a text.</u>
<u>4.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter).</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</u>
<u>Progress Indicator: E.RL.k identifying central ideas and key details to derive author's purpose, message or theme</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
<u>4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</u>
<u>4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points</u>

<u>Progress Indicator: E.RL.I using supporting evidence to analyze character development and character traits (e.g., deeds, dialogue, description, motivation, interactions)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>4.RL.I1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).
<u>4.RL.I2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of the text	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a characters thoughts, words, or actions).
<u>Progress Indicator: E.RL.m describing aspects of author's craft (e.g., literary devices, dialogue, point of view) when analyzing literary elements or themes within or across texts</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>4.RL.m1 Determine the author's point of view (first- or third- person).</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<u>4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
<u>4.RL.m3 Make connections between</u>	<u>Integration of Knowledge and Ideas</u>	RL.4.7 Make connections between the text of a

<u>the text of a story and the visual representations, refer back to text/illustrations to support answer.</u>	<u>R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</u>	<u>story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</u>
<u>4.RL.m4 Make connections between the text of a play and the oral representations, refer back to text/illustrations to support answer.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats including visually and quantitatively as well as in words.</u>	<u>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</u>
<u>4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</u>
<u>4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</u>

English Language Arts | Grade 4 - Reading at the Word Level (RWL)

<u>Progress Indicator: E.RWL.g applying grade-level phonics and word analysis skills/ word structure (e.g., syllables) when decoding and interpreting word meaning</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</u>
<u>Progress Indicator: E.RWL.h reading grade-appropriate words in connected text with automaticity and fluency, including irregularly spelled words</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</u>	<u>Phonics and Word Recognition</u> <u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>d) Read grade-appropriate irregularly spelled words.</u>
<u>4.RWL.h2 Identify grade level words with accuracy and on successive attempts.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</u> <u>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in</u>

		<u>context and out of context.</u>
<u>4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</u>
<u>Progress Indicator: E.RWL.i determining word meanings, multiple meanings, and shades of meaning based on word relationships (e.g., synonyms), context, or use of resources (e.g., glossary)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>4.RWL.i1 Use context to confirm or self-correct word recognition.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>
<u>4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of the word or phrase.</u>
<u>4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and</u>	<u>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</u>

	<u>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</u>
<u>4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</u>
<u>4.RWL.i5 Relate words to their opposites (antonyms).</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.4.5 Demonstrate understanding of word relationships and nuances in word meanings.</u> <u>c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u>
<u>4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.4.5 Demonstrate understanding of word relationships and nuances in word meanings.</u> <u>c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u>
<u>Progress Indicator: E.RWL.j integrating newly learned words (including domain-specific words) in conversations, writing,</u>		

<u>and in responses to texts read, heard, or viewed</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>4.RWL.j1 Use general academic and domain specific words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conversation, and endangered</i> when discussing animal preservation).
<u>4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</u>	<u>Craft and Structure</u> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.4.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
<u>Progress Indicator: E.RWL.k distinguishing literal from figurative meanings of words and phrases used in different contexts</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>4.RWL.k1 Identify simple similes in context.</u>	<u>Vocabulary Acquisition and Use</u> L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a) Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
<u>4.RWL.k2 Identify simple metaphors in context.</u>	<u>Vocabulary Acquisition and Use</u> L5. Demonstrate understanding of figurative	L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

	<u>language, word relationships, and nuances in word meanings.</u>	a) <u>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</u>
<u>4.RWL.k3 Identify the meaning of common idioms.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.4.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> b) <u>Recognize and explain the meaning of common idioms, adages, and proverbs.</u>
<u>4.RWL.k4 Determine the meaning of literal and non-literal words and phrases as they are used in a text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</u>

English Language Arts | Grade 4 - Writing: Across All Types (WA)

<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WA.1 Develop keyboarding skills.</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-2 pages)</u>
<u>4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-2 pages)</u>
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u>
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WA.4 Add audio recordings and visual displays to presentations when appropriate</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and</u>	<u>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</u>

<u>to enhance the development of main ideas or themes.</u>	<u>visual displays of data to express information and enhance understanding of presentations.</u>	
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WA.5 Use relative pronouns and relative adverbs in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>a) Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</u>
<u>4.WA.6 Use prepositional phrases in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>e) Form and use prepositional phrases.</u>
<u>4.WA.7 Produce simple, compound, and complex sentences in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</u>
<u>4.WA.8 Recognize and correct inappropriate fragments and run-on sentences.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</u>

<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WA.9 Use correct capitalization in writing.</u>	<u>Conventions of Standard English</u> L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a) Use correct capitalization.
<u>4.WA.10 Use commas and quotation marks in writing.</u>	<u>Conventions of Standard English</u> L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b) Use commas and quotation marks to mark direct speech and quotations from a text. c) Use a comma before a coordinating conjunction in a compound sentence.
<u>4.WA.11 Spell words correctly in writing, consulting references as needed.</u>	<u>Conventions of Standard English</u> L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d) Spell grade-appropriate words correctly, consulting references as needed.
<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WA.12 Choose words and phrases for appropriate effect (e.g., to inform) within writing.</u>	<u>Knowledge of Language</u> L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a) Choose words and phrases to convey ideas precisely.

<u>Core Content Connectors: 4</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</u>	<u>Vocabulary Acquisition and Use</u> L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<u>L.4.6 Acquire and use accurately grade-appropriate conversation, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</u>

English Language Arts | Grade 5 - Habits and Dispositions (HD)

<u>M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction and nonfiction novels.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.5.10</u> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>RI.5.10</u> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
<u>5.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</u>	<u>Range of Writing</u> W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.	<u>W.5.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.
<u>M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk ("I wonder...", "Now I know...so I think this means that...")</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>NO CCCs were written for this PI at this grade level.</u>		
<u>M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.HD.c1 Utilize different</u>		<u>No CCRA</u>

<u>comprehension strategies depending upon the text or literacy task.</u>		
<u>M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</u>
<u>M.HD.e actively contributing and supporting relevant individual perspectives in book or writing discussions</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</u>
<u>5.HD.e2 Review the key ideas expressed within a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</u>

<u>M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.</u>		<u>No CCRA</u>
<u>5.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.</u>		<u>No CCRA</u>
<u>5.HD.f3 Write notes during the reading or writing process.</u>		<u>No CCRA</u>

English Language Arts | Grade 5 - Informational Writing (WI)

<u>Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) from print and/or digital sources that are relevant to the topic.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u>
<u>5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u>
<u>Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/ contrast, cause/effect, problem/solution) related to topics/subtopics</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>

<u>5.WI.b2 Sort evidence collected from print and/or digital sources into provided categories.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u>
<u>5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> a.) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<u>5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	<u>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</u>
<u>Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WI.c1 Provide an introduction that includes context/background information and establishes a central</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u>

<u>idea or focus about a topic.</u>	<u>examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>a.) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u>
<u>Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
<u>5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
<u>Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose and genre, including use of transitional words and phrases to connect ideas</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create</u>	<u>Text Types and Purposes</u>	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and</u>

<u>cohesion within writing.</u>	<u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>information clearly.</u> <u>c.) Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</u>
<u>Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>a.) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u>
<u>Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WI.g1 Provide a concluding statement or section to summarize the information presented.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</u> <u>f.) Provide a concluding statement or section related to the information or explanation presented.</u>
<u>Progress Indicator: E.WI.h applying editing (e.g., subject/verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning; making judgments about accuracy of evidence and cohesion of</u>		

<u>text/ visual/auditory components</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<u>5.WI.h2 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

English Language Arts | Grade 5 - Literary Writing (WL)

<u>Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.5.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>
<u>Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u>
<u>Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WL.c1 Organize ideas and events so that they unfold naturally.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and</u>

	<u>imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>clear event sequences.</u> <u>a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u>
<u>5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</u>
<u>5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>c) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</u>
<u>Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or</u>	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and</u>

	<u>imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>clear event sequences.</u> <u>d) Use concrete words and phrases and sensory details to convey experiences and events precisely.</u>
<u>Progress Indicator: M.WL.e developing a plot that includes tension (conflict-resolution) and unfolds through one or more episodes/scenes</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> <u>b) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</u>
<u>Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WL.f1 Use figurative language in context, including similes and metaphors.</u>	<u>Vocabulary Acquisition and Use</u> L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<u>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figurative language, including similes and metaphors, in context.</u>
<u>Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>5.WL.g1 Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated events.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> e) Provide a conclusion that follows from the narrated experiences or events.
<u>Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u>
<u>5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.5.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>

English Language Arts | Grade 5 - Persuasive Writing (WP)

<u>Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</u>	<u>Research to Build and Present Knowledge</u> W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>W.5.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</u> a) <u>Apply grade 5 Reading standards to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).</u> b) <u>Apply grade 5 Reading standard to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).</u>
<u>5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u>
<u>Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>
<u>5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u>
<u>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u>
<u>Progress Indicator:M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WP.c1 Provide an introduction that states own opinion within persuasive text.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> <u>a) Introduce a topic or text clearly, state an</u>

		<u>opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u>
<u>5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> a) <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u>
<u>Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive writing.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> b) <u>Provide logically ordered reasons that are supported by facts and details.</u>
<u>Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WP.e1 Links opinions and reasons using words, phrases and clauses.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant	<u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u>

	<u>sufficient evidence.</u>	<u>c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</u>
<u>5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u>
<u>Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs written for this PI</u>		
<u>Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</u> <u>d) Provide a concluding statement or section related to the opinion presented.</u>
<u>Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>5.WP.h1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u>
<u>5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>

English Language Arts | Grade 5 - Reading Informational Text (RI)

<u>Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</u>
<u>Progress Indicator: M.RI.b using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>
<u>5.RI.b2 Use signal word to identify common types of text structure.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the</u>	<u>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>

	<u>whole.</u>	
<u>5.RI.b3 Use search tools or text features as a means of locating relevant information.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</u>
<u>5.RI.b4 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u>
<u>Progress Indicator: M.RI.c using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.RI.c1 Identify prior knowledge of an event or topic.</u>		<u>No CCRA linked</u>
<u>5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
<u>5.RI.c3 Quote accurately from a text to support inferences.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical	<u>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>

	<u>inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	
<u>5.RI.c4 Determine the main idea, and identify key details to support the main idea.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u>
<u>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u> <u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</u> <u>5.SL.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>5.RI.c6 Summarize the points a speaker makes.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u>
<u>Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across texts</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.RI.d1 Explain/identify the relationship between two or more individuals, events,</u>	<u>Key Ideas and Details</u>	<u>RI.5.3 Explain the relationships or interactions between two or more</u>

<u>ideas, or concepts in a historical, scientific, or technical text.</u>	<u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>
<u>5.RI.d2 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>
<u>5.RI.d3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u>
<u>5.RI.d4 Refer to multiple print or digital sources as support for inferences (e.g., how did you know?).</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u>
<u>5.RI.d5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the</u>	<u>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>

	<u>whole.</u>	
<u>Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u>
<u>5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</u>
<u>5.RI.e3. Identify reasons and evidence that support an author's point(s) in a text.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</u>
<u>5.RI.e4 Determine if there are any potential biases on the author's part.</u>		<u>No CCRA linked</u>
<u>5.RI.e5 Identify the impact of the author's point of view on the reader.</u>		<u>No CCRA linked</u>
<u>Progress Indicator: M.RI.f determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u>
<u>5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u>
<u>Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.RI.g1 Identify the author's stated thesis/claim/opinion.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</u>
<u>5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</u>
<u>5.RI.g3 Identify a speaker's points or claims.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view,	<u>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u>

	<u>reasoning, and use of evidence and rhetoric.</u>	
<u>5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u>

English Language Arts | Grade 5 - Reading Literary (RL)

<u>Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.</u>
<u>Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
<u>5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.</u>	<u>Key ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u>
<u>Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>

<u>5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.</u>	<u>Key ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u>
<u>5.RL.c2 Summarize a text from beginning to end in a few sentences.</u>	<u>Key ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u>
<u>5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</u>	<u>Key ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u>
<u>Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across text</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</u>	<u>Key ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u>
<u>5.RL.d2 Compare and contrast two or more characters, settings, or events in a</u>	<u>Key ideas and Details</u>	<u>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or</u>

<u>story or drama, drawing on specific details in the text (e.g., how characters interact).</u>	<u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>drama, drawing on specific details in the text (e.g., how characters interact).</u>
<u>5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</u>
<u>Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RL.e1 Use signal words to identify common types of text structure within a text.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u>
<u>5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u>
<u>5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</u>	<u>Integration of Knowledge and Skills</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in</u>	<u>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</u>

	<u>words.</u>	
<u>Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</u>
<u>5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</u>
<u>5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.</u>
<u>Progress Indicator: M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RL.g1 Interpret the meaning of metaphors and similes to help explain the setting within a text.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>a) Interpret figurative language, including similes and metaphors, in context.</u>

<p><u>5.RL.g2 Interpret the meaning of metaphors and similes to help determine the mood within a text.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u></p> <p><u>a) Interpret figurative language, including similes and metaphors, in context.</u></p>
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English Language Arts | Grade 5 - Reading at the Word Level (RWL)

<u>Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RWL.a1 Use context to confirm or self-correct word recognition.</u>	<u>Fluency</u> <u>RF4. Read with sufficient accuracy and fluency to support comprehension.</u>	<u>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</u> <u>c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</u>
<u>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of the word or phrase.</u>
<u>5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</u>
<u>Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RWL.b1 Use morphemes</u>	<u>Phonics and Word Recognition</u>	<u>RF.5.3 Know and apply grade-level phonics</u>

<u>(e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.</u>	<u>RF3. Know and apply grade-level phonics and word analysis skills in decoding words.</u>	<u>and word analysis skills in decoding words.</u> <u>a) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</u>
<u>5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</u> <u>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</u>
<u>Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RWL.c1 Use general academic and domain specific words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</u>
<u>Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary</u>		

<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<u>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</u> c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning of key words and phrases.
<u>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<u>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.</u> c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation or determine or clarify its precise meaning of key words and phrases.
<u>Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>5.RWL.e1 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</u>	<u>Craft and Structure</u> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific	<u>RL.5.4 Determine the meaning of words and phrases as they are used in a text including figurative language such as metaphors and similes.</u> <u>L.5.5 Demonstrate understanding of figurative</u>

	<u>word choices shape meaning or tone.</u> <u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>language, word relationships and nuances in word meanings.</u> <u>a) Interpret figurative language, including similes and metaphors, in context.</u>
<u>5.RWL.e2 Identify the meaning of common idioms or proverbs.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>b) Recognize and explain the meaning of common idioms, adages, and proverbs.</u>

English Language Arts | Grade 5 - Writing: Across All Types (WA)

<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WA.1 Develop keyboarding skills.</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-3 pages)</u>
<u>5.WA.2 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-3 pages)</u>
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u>	<u>SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</u>
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WA.4 Include multimedia</u>	<u>Presentation of Knowledge and Ideas</u>	<u>SL.5.5 Include multimedia components (e.g.,</u>

<u>components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</u>	<u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</u>
<u>5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</u>	<u>Presentation of</u> <u>Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</u>
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WA.6 Recognize and correct inappropriate shifts in verb tense.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>d) Recognize and correct inappropriate shifts in verb tense.</u>
<u>5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>c) Use verb tense to convey various times, sequences, states, and conditions.</u>
<u>5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>

		<u>a) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</u>
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WA.9 Use punctuation to separate items in a series.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Use punctuation to separate items in a series.</u>
<u>5.WA.10 Use commas accurately in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>b) Use a comma to separate an introductory element from the rest of the sentence.</u> <u>c) Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</u>
<u>5.WA.11 Spell words correctly in writing, consulting references as needed.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>

		<u>e) Spell grade-appropriate words correctly, consulting references as needed.</u>
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u> <u>a) Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u>
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WA.13 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>c) Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</u>
<u>Core Content Connectors: 5</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>5.WA.14 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	<u>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</u>

English Language Arts | Grade 6 - Habits and Dispositions (HD)

<u>M.HD.a varying reading or writing options to fulfill own purposes, including exploring new genres or perspectives (e.g., non-traditional, digital, or more challenging texts)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u> <u>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>6.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</u>	<u>Range of Writing</u> <u>W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.</u>	<u>W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences.</u>
<u>M.HD.b self-monitoring and deepening comprehension with metacognitive self-talk ("I wonder...", "Now I know...so I think this means that...")</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>NO CCCs were written for this PI at this grade level</u>		
<u>M.HD.c flexibly making strategy choices and sustaining effort to fit comprehension needs to different texts and literacy tasks</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.HD.c1 Utilize different</u>		<u>No CCRA</u>

<u>comprehension strategies depending upon the text or literacy task.</u>		
<u>M.HD.d flexibly making editing and revision choices and sustaining effort to fit composition needs</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.6.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</u>
<u>M.HD.e actively contributing and supporting relevant individual perspectives in book or writing discussions</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>c) Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</u>
<u>6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly</u> <u>d) Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</u>

<u>M.HD.f setting personal goals, identifying strategies, and monitoring progress to improve reading or writing</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.HD.f1 Monitor reading progress (within decoding, fluency, vocabulary or comprehension) and use data to set or adjust personal goals.</u>		<u>No CCRA</u>
<u>6.HD.f2 Monitor writing progress (within the writing process- prewriting, drafting, revising, editing, publishing) and use data to set or adjust personal goals.</u>		<u>No CCRA</u>

English Language Arts | Grade 6 - Informational Writing (WI)

<u>Progress Indicator: M.WI.a independently locating information from two or more reference sources (e.g., print and non-print) to obtain factual information on a topic; listing/citing sources using an established format</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<u>6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<u>6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.</u>	<u>Research to Build and Present Knowledge</u> W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<u>Progress Indicator: M.WI.b using organizational strategies (e.g., graphic organizers, outlining) to analyze information and show relationships (e.g., compare/contrast, cause/effect, problem/solution) related to topics/subtopics</u>		

<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<u>6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
<u>6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
<u>Progress Indicator: M.WI.c establishing a central idea about a topic, investigation, issue, or event to introduce a focus/controlling idea (e.g., "Daily life in pioneer times was difficult in many ways.")</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WI.c1 Provide an introduction that</u>	<u>Text Types and Purposes</u>	W.6.2 Write informative/explanatory texts to

<u>includes context/background information to establish a central idea or focus about a topic.</u>	<u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
<u>Progress Indicator: M.WI.d selecting relevant facts, details, specialized domain-specific vocabulary, examples, or quotations to support focus/controlling idea</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>
<u>6.WI.d2 . Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>
<u>Progress Indicator: M.WI.e maintaining a (formal) style and text structure(s) of longer writing pieces appropriate to purpose</u>		

<u>and genre, including use of transitional words and phrases to connect ideas</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. c.) Use appropriate transitions to clarify the relationships among ideas and concepts.
<u>6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e.) Establish and maintain a formal style.
<u>Progress Indicator: M.WI.f incorporating text features (e.g., numbering, bullets, white space, captioned pictures, labeled diagrams, charts) to enhance clarity and meaning</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a.) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia

		<u>when useful to aiding comprehension.</u>
<u>Progress Indicator: M.WI.g writing a conclusion that links back to the focus/central idea and provides a sense of closure</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f.) Provide a concluding statement or section that follows from the information or explanation presented.
<u>Progress Indicator: E.WI.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy of evidence and cohesion of text/visual/auditory components</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<u>6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

English Language Arts | Grade 6 - Literary Writing (WL)

<u>Progress Indicator: M.WL.a employing strategies (e.g., writing log, mentor texts, peer conferencing) to develop characters, story lines, central message/theme</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<u>Progress Indicator: M.WL.b setting the context and tone (e.g., opening lead to 'hook' readers) and establishing a point of view</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<u>Progress Indicator: M.WL.c maintaining a point of view, style, and text structure appropriate to purpose and genre; using transitions to connect episodes/scenes and control pacing</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WL.c1 Organize ideas and events so that they unfold naturally.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

	<u>effective technique, well-chosen details, and well-structured event sequences.</u>	<u>a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u>
<u>6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>
<u>6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>
<u>Progress Indicator: M.WL.d selecting concrete and sensory details, precise vocabulary, and dialogue to enhance imagery and tone (e.g., depict character traits, motivations, actions, and interactions)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u>

	<u>effective technique, well-chosen details, and well-structured event sequences.</u>	<u>d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u>
<u>Progress Indicator: M.WL.e developing a plot that includes tension (e.g., conflict-resolution) that unfolds through one or more episodes/scenes</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at 6th grade</u>		
<u>Progress Indicator: M.WL.f refining overall coherence through literary techniques (e.g., imagery, personification, description)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., personification) in context.</u>
<u>Progress Indicator: M.WL.g writing a conclusion that ties elements together, supports the theme, and provides a sense of closure</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using</u>	<u>W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u>

	<u>effective technique, well-chosen details, and well-structured event sequences.</u>	<u>e) Provide a conclusion that follows from the narrated experiences or events.</u>
<u>Progress Indicator: M.WL.h applying editing and revision strategies to full texts that clarify intent and meaning: making judgments about impact on reader interpretation and cohesion of text (e.g., transitions, illustrations, subject-verb, pronoun use, verb tense, etc.)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>

English Language Arts | Grade 6 - Persuasive Writing (WP)

<u>Progress Indicator: M.WP.a using strategies to better understand genres of persuasive writing (e.g., discuss opposing perspectives; analyze mentor texts- ads, essays, book/movie reviews, speeches, propaganda techniques)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</u>	<u>Research to Build and Present Knowledge</u> W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>W.6.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</u> a) <u>Apply grade 6 Reading standards to literature (e.g., compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]).</u> b) <u>Apply grade 6 Reading standard to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]).</u>
<u>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and	<u>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u> <u>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</u> a) <u>Introduce claim(s) and organize the reasons and evidence clearly.</u>

	<u>relevant sufficient evidence.</u>	
<u>Progress Indicator: M.WP.b using varied sources and locating evidence to obtain factual and contextual information on a topic or text to better understand possible perspectives/points of view</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.6.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>
<u>6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u>
<u>6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u>
<u>6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources,</u>	<u>W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic</u>

	<u>assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>bibliographic information for sources.</u>
<u>Progress Indicator: M.WP.c establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context (e.g., circumstance of the problem; historical time period) and plan a chain of logic to be presented</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WP.c1 Provide an introduction that introduces the writer's claim within persuasive text.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s) and organize the reasons and evidence clearly.</u>
<u>6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s) and organize the reasons and evidence clearly.</u>
<u>Progress Indicator: M.WP.d selecting and organizing relevant facts, text evidence/quotes or examples to support focus (claim/thesis) and possible opposing claims of the potential audience</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</u> <u>b) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u>
<u>Progress Indicator: M.WP.e developing a chain of reasoning for the thesis using elaboration to explain logical reasons or rationale, meaningful transitions showing points and potential counterpoints, and techniques (e.g., language use, emotional</u>		

<u>appeal, progression of ideas, propaganda strategies) which contribute to the impact on readers</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WP.e1 Use words, phrases and clauses to link claims and reasons.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.6.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
<u>Progress Indicator: M.WP.f incorporating text features (e.g., numbering, bullets, captioned pictures, labeled diagrams, data tables) to enhance and justify support for claims</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs written for this PI</u>		
<u>Progress Indicator: M.WP.g writing a conclusion that links back to the focus (claim/thesis), summarizes logic of reasoning, and provides a sense of closure for conclusions drawn</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WP.g1 Provide a concluding statement or section that follows the argument presented.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	W.6.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. e. Establish and maintain a formal style.
<u>Progress Indicator: M.WP.h applying editing (subject-verb, pronoun use, verb tense, transitions, sentence variety, etc.) and revision strategies to full texts that clarify intent and meaning: making judgments about accuracy and relevance of evidence, cohesion of text/visual/auditory components, and approach to addressing audience needs (e.g., emotion, interest, sense of humor, potential objections)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WP.h1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to</u>	<u>Production and Distribution of Writing</u>	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

<u>persuade), and audience.</u>	<u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	
<u>6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>

English Language Arts | Grade 6 - Reading Informational Text (RI)

<u>Progress Indicator: M.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.a1 Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>Progress Indicator: M.RI.b using text structures (e.g., cause-effect, proposition-support), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>
<u>6.RI.b2 Use search tools or text features as a means of locating relevant information.</u>		<u>No CCRA</u>
<u>6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</u>

<u>6.RI.b4 Summarize information gained from a variety of sources including media or texts.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</u>
<u>Progress Indicator: M.RI.c using background knowledge of topics to ask and refine questions and summarize central ideas using relevant details</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.c1 Identify prior knowledge of an event or topic.</u>		<u>No CCRA linked</u>
<u>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>
<u>6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</u>
<u>6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information</u>	<u>SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it</u>

<u>under study.</u>	<u>presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>contributes to a topic, text, or issue under study.</u>
<u>6.RI.c5 Summarize the points a speaker makes.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u>
<u>Progress Indicator: M.RI.d using supporting evidence to draw inferences or compare content presented within or across texts</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.d1 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</u>
<u>6.RI.d2 Use textual evidence to support inferences.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>Progress Indicator: M.RI.e identifying author's purpose, viewpoint, or potential bias and explaining its impact on the reader</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose</u>	<u>RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</u>

	<u>shapes the content and style of a text.</u>	
<u>6.RI.e2 Summarize the points an author makes.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u>
<u>6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u>
<u>Progress Indicator: M.RI.f determining relevance or comparability of concepts and supporting details from multiple sources and integrating them to research a topic</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</u>
<u>Progress Indicator: M.RI.g analyzing how an author develops ideas and supports a thesis or reasoning</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.RI.g1 Identify key individuals, events, or ideas in a text.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u>

<u>6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u>
<u>6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u>
<u>6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</u>
<u>6.RI.g5 Identify an argument or claim that the author makes.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</u>
<u>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the	<u>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</u>

	<u>relevance and sufficiency of the evidence.</u>	
<u>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</u>	<p><u>Integration of Knowledge and Ideas</u></p> <p><u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u></p> <p><u>Comprehension and Collaboration</u></p> <p><u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u></p>	<p><u>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p> <p><u>SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p>

English Language Arts | Grade 6 - Reading Literary (RL)

<u>Progress indicator: M.RL.a flexibly using strategies to derive meaning from a variety of texts</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>Progress Indicator: M.RL.b Using evidence from the text to support interpretations, inferences, or conclusions (e.g., character or plot development, point of view)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RL.b1 Describe how the plot unfolds in a story.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<u>6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<u>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<u>conclusions about characters including how they change during the course of the story.</u>	<u>text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	
<u>6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.</u>	<u>Key Ideas and Details</u> <u>R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>Progress Indicator: M.RL.c summarizing and interpreting purpose or central ideas to derive a theme</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RLc1 Select key details about a character and relate those details to a theme within the text.</u>	<u>Key ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>
<u>6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>
<u>6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development;</u>	<u>RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>

	<u>summarize the key supporting details and ideas.</u>	
<u>Progress Indicator: M.RL.d comparing literary elements (e.g., character, setting, plot/subplots) within or across texts</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</u>
<u>Progress Indicator: M.RL.e analyzing text according to text structure, genre features, or author's style</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RL.e1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</u>
<u>6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.</u>	<u>Integration of knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</u>
<u>6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.</u>	<u>Integration of Knowledge and Skills</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as</u>	<u>RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they</u>

	<u>well as in words.</u>	<u>perceive when they listen or watch.</u>
<u>Progress Indicator: M.RL.f identifying and describing how the narrative point of view influences the reader's interpretation</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RL.f1 Determine the narrative point of view.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</u>
<u>6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</u>
<u>6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.</u>
<u>Progress Indicator: M.RL.g applying aspects of author's craft (e.g., literary devices) when analyzing literary elements, style, or mood within or across text</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RL.g1 Interpret personification to help explain the characters within a text.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>a) Interpret figurative language, including similes and metaphors, in context.</u>

<u>6.RL.g2 Interpret the meaning of personification to help determine the writing style within a text.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.5.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</u> <u>a) Interpret figurative language, including similes and metaphors, in context.</u>
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English Language Arts | Grade 6 - Reading at the Word Level (RWL)

<u>Progress indicator: M.RWL.a determining word meanings, multiple meanings, and nuanced meanings based on context or making connections between known and unknown words</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.
<u>6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u>	<u>Vocabulary Acquisition and Use</u> L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
<u>Progress Indicator: M.RWL.b analyzing morphemes (e.g., roots, affixes) to determine word meanings in and out of context</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading

	<u>multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>and content, choosing flexibly from an array of strategies.</u> <u>b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</u>
<u>Progress Indicator: M.RWL.c integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RWL.c1 Use general academic and domain specific words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>
<u>Progress Indicator: M.RWL.d accessing reference materials (print/digital) to verify and expand use of reading, writing, and speaking vocabulary</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u> <u>d) Verify the preliminary determination of</u>

		<u>the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u>
<u>6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u>
<u>6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u>
<u>6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and</u>	<u>L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading</u>

<u>precise meaning of a word.</u>	<u>multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u>
<u>Progress Indicator: M.RWL.e identifying and interpreting use of literal or figurative language in a variety of contexts/discourse styles (e.g., satire, humor)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., personification) in context.</u>
<u>6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</u>
<u>6.RWL.e3 Determine the meaning of words and phrases as they are</u>	<u>Craft and Structure</u>	<u>RL.6.4 Determine the meaning of words and phrases as they are used in a text</u>

<p><u>used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u></p>	<p><u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u></p>	<p><u>including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</u></p> <p><u>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u></p>
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English Language Arts | Grade 6 - Writing: Across All Types (WA)

<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</u>
<u>6.WA.2 Develop sufficient keyboarding skills.</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</u>
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	<u>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</u>
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and</u>	<u>Presentation of Knowledge and Ideas</u>	<u>SL.6.5 Include multimedia components (e.g., graphics, sound) and visual displays in</u>

<u>visual displays in presentations to clarify information.</u>	<u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>presentation when appropriate to enhance the development of topic.</u>
<u>6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>SL.6.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</u>
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WA.6 Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</u>
<u>6.WA.7 Identify and use pronouns accurately in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>a) Ensure that pronouns are in the proper case (subjective, objective, possessive).</u> <u>b) Use intensive pronouns (e.g., myself,</u>

		<p>ourselves).</p> <p>c) Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.</u>	<p><u>Conventions of Standard English</u></p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p>
<u>6.WA.9 Spell words correctly in writing.</u>	<p><u>Conventions of Standard English</u></p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>b) Spell correctly.</p>
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing.</u>	<p><u>Knowledge of Language</u></p> <p>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to</p>	<p>L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a) Vary sentence patterns for meaning.</p>

	<u>comprehend more fully when reading or listening.</u>	<u>reader/listener interest, and style.</u>
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>b) Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</u>
<u>Core Content Connectors: 6</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	<u>L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>

English Language Arts | Grade 7 - Habits and Dispositions (HD)

<u>M.HD.g expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<u>M.HD.h developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.</u>	<u>Comprehension and Collaboration</u> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.</u>	<u>Comprehension and Collaboration</u> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<u>7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence	SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

	and rhetoric.	
<u>M.HD.i sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.HD.i1 Use information and feedback to refine understanding or products.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly. d) Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>7.HD.i2 Use feedback from adults and peers to improve writing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)
<u>M.HD.j using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.HD.j1 Use information and feedback to refine own thinking.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly. d) Acknowledge new information expressed by others and, when warranted, modify their own views.
<u>7.HD.j2 Evaluate print and digital</u>	<u>Research to Build and Present</u>	W.7.8 Gather relevant information from multiple print

<u>sources to refine ideas or thoughts while writing.</u>	<u>Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.</u>	<u>and digital sources, using search terms effectively, assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>
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English Language Arts | Grade 7 - Informational Writing (WI)

<u>Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WI.i1 List Internet search terms for a topic of study.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>7.WI.i4 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u>	W.7.8 Gather relevant information from multiple print and digital sources, using search terms

	<u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>
<u>7.WI.i5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</u>
<u>Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.</u>
<u>7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of</u>	<u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>a.) Introduce a topic clearly, previewing what is</u>

	<u>content.</u>	<u>to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
<u>7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
<u>Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>c.) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</u>
<u>Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a</u>		

<u>knowledgeable stance and consistent (formal) style and voice</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WI.1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.
<u>7.WI.2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. e.) Establish and maintain a formal style.
<u>Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. b.) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<u>7.WI.m2 Present claims and findings,</u>	<u>Presentation of Knowledge and Ideas</u>	<u>SL.7.4 Present claims and findings, emphasizing</u>

<u>emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</u>	<u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</u> <u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</u> <u>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u>
<u>7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>
<u>Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7WI.n1 Provide a concluding statement or section that follows from and supports the information presented.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and</u>	<u>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u>

	<u>accurately through the effective selection, organization, and analysis of content.</u>	<u>f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>
<u>Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/ auditory components, validity of sources cited</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</u>
<u>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and	<u>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation</u>

	<p><u>audience.</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u></p>
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English Language Arts | Grade 7 - Literary Writing (WL)

<u>Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<u>Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<u>Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WL.k1 Organize ideas and event so that</u>	<u>Text Types and Purposes</u>	W.7.3 Write narratives to develop real or

<u>they unfold naturally.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u>
<u>7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>
<u>7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u>
<u>Progress Indicator: M.WL.l selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory</u>	<u>Text Types and Purposes</u>	<u>W.7.3 Write narratives to develop real or imagined experiences or events using effective</u>

<u>language to capture the action and convey experiences and events.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>technique, relevant descriptive details, and well-structured event sequences.</u> <u>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>
<u>Progress Indicator: M.WL.m using dialogue to advance the plot or theme</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI at 7th grade</u>		
<u>Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (e.g., historical, geographic, technical, etc.)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WL.n1 Use words, phrases, or gathered information to accurately reflect literary context.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u> <u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>c) Distinguish among the connotations (associations) of words with similar denotations</u>

		(definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
<u>Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. e) Provide a conclusion that follows from and reflects on the narrated experiences or events.
<u>Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

English Language Arts | Grade 7 - Persuasive Writing (WP)

<u>Progress Indicator: M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WP.i1 Discuss how own view or opinion changes using new information provided by others.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</u> <u>d) Acknowledge new information expressed by others and, when warranted, modify their own views.</u>
<u>7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</u>
<u>Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual information on a topic or text to better understand possible perspectives/points of view</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new	<u>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</u>

<u>and audience.</u>	<u>approach.</u>	
<u>7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.</u>	<u>Comprehension and Collaboration</u> <u>SL.2.Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</u>
<u>7.WP.j3 List internet search terms for a topic of persuasive writing.</u>	<u>Research to Build and Present Knowledge</u> <u>W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>
<u>7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> <u>W.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>
<u>7.WP.j5 Describe how the claims within a speaker's argument matches own argument.</u>	<u>Comprehension and Collaboration</u> <u>SL.1. Prepare for and participate effectively in a range of conversations and collaborations</u>	<u>SL.7.1 Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</u>

	<u>with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>d) Acknowledge new information expressed by others and, when warranted, modify their own views.</u>
<u>7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>
<u>7.WP.j7 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>
<u>Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WP.k1 Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.7.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and</u>

		evidence logically.
<u>7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</u> a) Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
<u>Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.7.1 Write an argument to support claims with clear reasons and relevant evidence.</u> b) Support claim(s) with logical reasons and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
<u>7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.7.1 Write an argument to support claims with clear reasons and relevant evidence.</u> c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
<u>Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person</u>	<u>Text Types and Purposes</u>	<u>W.7.1 Write an argument to support claims with clear reasons and relevant evidence.</u>

<u>for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>d) Use precise language and domain-specific vocabulary to support the argument.</u>
<u>Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.7.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>e) Establish and maintain a formal style.</u>
<u>Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing</u>	<u>W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</u>

	<u>as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>focusing on how well purpose and audience have been addressed.</u>
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English Language Arts | Grade 7 - Reading Informational Text (RI)

<u>Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials) to derive meaning from a variety of print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features to locate, organize, or analyze important information</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.RI.i1 Use signal words as a means of locating information.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</u>
<u>7.RI.i2 Use text features to locate information.</u>		<u>No CCRA linked</u>
<u>7.RI.i3 Outline a given text to show how ideas build upon one another.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</u>

<u>Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., events, people, ideas)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>7.RI.j2 Determine the central idea of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u>
<u>7.RI.j3 Analyze the development of the central idea over the course of the text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u>
<u>7.RI.j4 Provide/create an objective summary of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u>
<u>7.RI.j5 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals,	<u>RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or</u>

<u>how individuals influence ideas or events).</u>	<u>events, and ideas develop and interact over the course of a text.</u>	<u>events, or how individuals influence ideas or events).</u>
<u>7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u>
<u>Progress Indicator: M.RI.k analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.RI.k1 Determine the structure of a text.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</u>
<u>7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</u>
<u>7.RI.k3 Identify an argument or claim that the author makes.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument	<u>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the</u>

	<u>and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>evidence is relevant and sufficient to support the claims.</u>
<u>7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</u>
<u>7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</u>
<u>7.RI.k6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</u>
<u>Progress Indicator: M.RI.I comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.RI.I1 Compare/contrast how two or more authors write or present about the same topic.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order</u>	<u>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a</u>

	<u>to build knowledge or to compare the approaches the authors take.</u>	<u>speech affects the impact of the words).</u> <u>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u>
<u>7.RI.12 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u>

English Language Arts | Grade 7 - Reading Literary (RL)

<u>Progress Indicator: M.RL.h flexibility using strategies to derive meaning from a variety of texts and mediums</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>Progress Indicator: M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>7.RL.i3 Determine the theme or central idea of a text.</u>	<u>Key Ideas and Details</u>	<u>RL.7.2 Determine a theme or central idea of a text and analyze its development over the</u>

	<u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>course of the text; provide an objective summary of the text.</u>
<u>Progress Indicator: M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RL.j1 Analyze the development of the theme or central idea over the course of the text.</u>	<u>Key Ideas and Details</u> <u>R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</u>
<u>7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</u>
<u>Progress Indicator: M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</u>
<u>Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RL.l1 Examine how the structure of a</u>	<u>Craft and Structure</u>	<u>RL.7.5 Analyze how a drama's or poem's form</u>

<u>poem or drama adds to its meaning.</u>	<u>R5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</u>	<u>or structure (e.g., soliloquy, sonnet) contributes to its meaning.</u>
<u>Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RL.m1 Compare and contrast the points of view of different characters in the same text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u>
<u>7.RL.m2 Compare and contrast a story, drama, or poem when presented in two different mediums.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</u>
<u>7.RL.m3 Compare and contrast different mediums that may be used to present literary materials to explore the techniques used in the various mediums.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</u>
<u>7.RL.m4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order</u>	<u>RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction</u>

<u>how authors of fiction use or alter history.</u>	<u>to build knowledge or to compare the approaches the authors take.</u>	<u>use or alter history.</u>
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English Language Arts | Grade 7 - Reading at the Word Level (RWL)

<u>Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>slim</i>, <i>skinny</i>, <i>scrawny</i>, <i>thin</i>).</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</u>
<u>Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</u>
<u>7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>

		<u>b) Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</u>
<u>Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RWL.h1 Identify words that are derived from a familiar word (e.g., <i>pedal</i>: <i>pedestrian</i>, <i>pedestal</i>, <i>bipedal</i>).</u>		
<u>Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RWL.i1 Use general academic and domain specific words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>
<u>Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and</u>	<u>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from an array of strategies.</u>

	<u>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u>
<u>7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u>
<u>7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u>
<u>7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and</u>	<u>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u>

	<u>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u>
<u>Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RWL.k1 Identify allusion within a text or media.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u>
<u>7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., personification) in context.</u> <u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u>

<u>7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</u>
<u>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u> <u>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</u>
<u>Progress Indicator: M.RWL.l analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>7.RWL.l1 Identify alliteration within text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u>

<u>7.RWL.12 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.</u>	<u>Craft and Structure</u> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>RL.7.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u>
<u>7.RWL.13 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.</u>	<u>Craft and Structure</u> R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</u>

English Language Arts | Grade 7 - Writing: Across All Types (WA)

<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WA.1 Develop sufficient keyboarding skills.</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</u>
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WA.3 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> <u>W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well to interact and collaborate with others including linking to and citing sources.</u>
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WA.2 Provide evidence from grade appropriate texts to support analysis, reflection, and research.</u>	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <u>a) Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding</u>

		<p><u>how authors of fiction use or alter history").</u></p> <p><u>b) Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").</u></p>
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.</u>	<p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u></p>	<u>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</u>
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.</u>	<p><u>Conventions of Standard English</u></p> <p><u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p>	<p><u>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p><u>b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</u></p>
<u>7.WA.6 Use phrases and clauses accurately within a sentence.</u>	<p><u>Conventions of Standard English</u></p> <p><u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p>	<p><u>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p><u>c) Place phrases and clauses within a sentence, recognizing and correcting</u></p>

		<u>misplaced and dangling modifiers.</u>
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WA.7 Use commas to separate coordinate adjectives.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old [,] green shirt.</i>)</u>
<u>7.WA.8 Spell words correctly in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>b) Spell correctly.</u>
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.W.9 Choose language that expresses ideas precisely and concisely, by eliminating wordiness and redundancy.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u> <u>a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</u>
<u>Core Content Connectors: 7</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>7.WA.10 Use grade appropriate general academic</u>	<u>Vocabulary Acquisition and Use</u>	<u>L.7.6 Acquire and use accurately grade-appropriate general academic and domain-</u>

<u>and domain-specific words and phrases accurately within writing.</u>	<u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	<u>specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>
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English Language Arts | Grade 8 - Habits and Dispositions (HD)

<u>M.HD.g expanding options for reading for pleasure and for academic learning to include new genres and sources (e.g., newspapers, online media, magazines, historical or scientific texts)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u> <u>RI.8.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>M.HD.h developing a deepening awareness and raising questions about the accuracy and intent of various media messages and texts (e.g., print/non-print, blogs, political cartoons)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).</u>	<u>Comprehension and Collaboration</u> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>SL.8.2 Analyze the purpose of the information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.</u>
<u>8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).</u>	<u>Comprehension and Collaboration</u> SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>SL.8.2 Analyze the purpose of the information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation.</u>
<u>8.HD.h3 Evaluate the soundness of reasoning and the relevance and</u>	<u>Comprehension and Collaboration</u>	<u>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and</u>

<u>sufficiency of evidence provided in an argument.</u>	<u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</u>
<u>8.HD.h4 Identify when irrelevant evidence is introduced within an argument.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</u>
<u>M.HD.i sustaining effort to complete complex reading or writing tasks; seeking out assistance, models, sources, or feedback to improve understanding or final products</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.HD.i1 Use information and feedback to refine understanding.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Acknowledge new information expressed by others and, when warranted, modify their own views in light of the evidence presented.</u>
<u>8.HD.i2. Use feedback from adults and peers to clarify writing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</u>
<u>M.HD.j using reading, writing, or discussion to reflect on or modify how self and others see the world (e.g., multiple perspectives, reasoning, evidence)</u>		

<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.HD.j1 Use information and feedback to clarify meaning for readers.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.</u> <u>d) Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</u>
<u>8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.</u>	<u>W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>

English Language Arts | Grade 8 - Informational Writing (WI)

<u>Progress Indicator: M.WI.i independently locating information from multiple reference sources (print and non-print) to obtain information on a topic; validating reliability of references, and listing them using an established format</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>8.WI.i3 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>8.WI.i4 Follow steps to complete a short research project (e.g., determine</u>	<u>Research to Build and Present Knowledge</u>	W.8.7 Conduct short research projects to answer a question (including a self-generated question),

<u>topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</u>
<u>Progress Indicator: M.WI.j analyzing information in order to establish a focus/controlling idea about a topic, investigation, problem, or issue</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addressed.</u>
<u>8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
<u>8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas</u>	<u>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u>

	<u>and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
<u>Progress Indicator: M.WI.k selecting text structure(s) and transitions appropriate to organizing and developing information to support the focus/controlling idea/thesis</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>c.) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u>
<u>Progress Indicator: M.WI.l including precise language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and voice</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> <u>d.) Use precise language and domain-specific vocabulary to inform about or explain the topic.</u>

<u>8.WI.12 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> e.) Establish and maintain a formal style.
<u>Progress Indicator: M.WI.m selecting relevant facts, details, examples, quotations, or text features to support/clarify the focus/controlling idea</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well chosen facts, definitions, concrete details, quotations, or other information and examples.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u> b.) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
<u>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</u>	<u>Presentation of Knowledge and Ideas</u> SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas	<u>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</u> <u>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u>

	<u>and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	
<u>Progress Indicator: M.WI.n drawing and stating conclusions by synthesizing information and summarizing key points that link back to focus/thesis</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. f.) Provide a concluding statement or section that follows from and supports the information or explanation presented.
<u>Progress Indicator: M.WI.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety) and revision strategies to full texts that clarify intent and meaning: making judgments about completeness and accuracy of information/visual/auditory components, validity of sources cited</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WI.o1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing,	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been

	<u>rewriting, or trying a new approach.</u>	<u>addressed.</u>
<u>8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</u> <u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</u> <u>8.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</u>

English Language Arts | Grade 8 - Literary Writing (WL)

<u>Progress Indicator: M.WL.i employing strategies (e.g., writing log, mentor texts, peer conferencing, research) to develop images, characters, plot, central message/theme, or discourse style</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<u>Progress Indicator: M.WL.j setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing a point of view and discourse style</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters .</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
<u>Progress Indicator: M.WL.k sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest (e.g., flashback, foreshadowing)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WL.k1 Organize ideas and events so that</u>	<u>Text Types and Purposes</u>	W.8.3 Write narratives to develop real or

<u>they unfold naturally.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u>
<u>8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u>
<u>8.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u>
<u>Progress Indicator: M.WL.I selecting details and precise or nuanced language to enhance tone and imagery, elaborate on ideas, or evoke an emotional response</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>8.WL.11 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u>
<u>Progress Indicator: M.WL.m using dialogue to advance the plot or theme</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI in 8th grade</u>		
<u>Progress Indicator: M.WL.n refining overall coherence with literary techniques or realistic accuracy (historical, geographic, technical, etc.)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>Vocabulary Acquisition and Use</u> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> <u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g. verbal irony, puns) in context.</u>
<u>Progress Indicator: M.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers</u>		

<u>with something to think about</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<u>W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</u> e) Provide a conclusion that follows from and reflects on the narrated experiences or events.
<u>Progress Indicator: M.WL.p applying editing and revision strategies to full texts that clarify intent and strengthen intended impact on reader</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<u>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</u>

English Language Arts | Grade 8 - Persuasive Writing (WP)

<u>Progress Indicator: M.WP.i using strategies to better understand genres of persuasive writing and their audiences (e.g., discuss opposing perspectives; analyze mentor texts- political cartoons, literary critiques, speeches, propaganda techniques)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WP.i1 Discuss how own view or opinion changes using new information provided by others.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</u> <u>d) Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</u>
<u>8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.</u>	<u>Comprehension and Collaboration</u> <u>SL2.Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.8.2 Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</u>
<u>8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</u>
<u>Progress Indicator: M.WP.j using varied (credible) sources and locating relevant evidence to analyze factual and contextual</u>		

<u>information on a topic or text to better understand possible perspectives/points of view</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<u>8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<u>8.WP.j4 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information	W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or

	<u>from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u>
<u>Progress Indicator: M.WP.k establishing a perspective on a topic or text in order to introduce a focus (claim/thesis) and provide context and possible counter claims, and plan a chain of logic to be presented</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u>
<u>8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</u> <u>a) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u>
<u>Progress Indicator: M.WP.l selecting and organizing relevant facts, text evidence/quotes, data, or examples to support focus (claim/thesis) and a response to opposing claims of the audience</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive</u>	<u>W.8.1 Write arguments to support claims with clear reasons and relevant evidence.</u>

	<u>topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>b) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u>
<u>8.WP.12 Use words, phrases and clauses to link opinions and reasons and to clarify relationship of ideas.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>c) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u>
<u>Progress Indicator: M.WP.m utilizing emotive, precise, or technical language, transitional devices, and rhetorical questions for effect, while maintaining an authoritative stance and consistent discourse style and voice</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>d) Use precise language and domain-specific vocabulary to support the argument.</u>
<u>Progress Indicator: M.WP.n drawing and stating conclusions by synthesizing information, summarizing key points of reasoning chain that link back to focus/thesis, and reflecting a response to the opposition</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.8.1 Write an argument to support claims with clear reasons and relevant evidence.</u> <u>e) Establish and maintain a formal style.</u>
<u>Progress Indicator: M.WP.o applying editing (cohesion of subject-verb, pronoun use, verb tense, and impact of word choice and sentence variety/complexity) and revision strategies to full texts that clarify intent and meaning; making judgments about</u>		

<u>completeness and accuracy of information/visual/auditory components, validity of sources cited, discourse style, and approach to addressing audience needs (e.g., emotion, interest, moral authority, potential objections)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

English Language Arts | Grade 8 - Reading Informational Text (RI)

<u>Progress Indicator: M.RI.h flexibly using strategies to derive meaning from a variety of print/non-print texts</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.RI.h1 Use a variety of strategies (e.g., use context, affixes and roots, use reference materials to derive meaning from a variety of print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> RI.10. Read and comprehend complex literary and informational texts independently and proficiently.	RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
<u>Progress Indicator: M.RI.i utilizing knowledge of text structures and genre features to locate, organize, or analyze important information</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.RI.i1 Use signal words as a means of locating information.</u>	<u>Craft and Structure</u> RI.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<u>8.RI.i2 Use text features as a means of locating information.</u>		No CCRA linked
<u>8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.</u>	<u>Craft and Structure</u> RI.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<u>Progress Indicator: M.RI.j using supporting evidence to summarize central ideas, draw inferences, or analyze connections</u>		

<u>within or across texts (e.g., events, people, ideas)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>8.RI.j3 Determine two or more central ideas in a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u>
<u>8.RI.j4 Analyze the development of the central ideas over the course of the text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</u>
<u>8.RI.j5 Provide/create an objective summary of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a	<u>RI.8.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective</u>

	<u>text and analyze their development; summarize the key supporting details and ideas.</u>	<u>summary of the text.</u>
<u>8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</u>
<u>Progress Indicator: M.RI.k analyzing and explaining why and how authors: organize, develop, and present ideas; establish a point of view; or build supporting arguments to affect the text as a whole</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.RI.k1 Determine the structure of a text.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</u>
<u>8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</u>
<u>8.RI.k3 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</u>

<u>8.RI.k4 Identify an argument or claim that the author makes.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</u>
<u>8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</u>
<u>Progress Indicator: M.RI.1 comparing or integrating information from multiple sources to develop deeper understanding of the concept/topic/subject, and resolving conflicting information</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.RI.11 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</u>

English Language Arts | Grade 8 - Reading Literary (RL)

<u>Progress Indicator: M.RL.h flexibly using strategies to derive meaning from a variety of texts and mediums</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
<u>Progress Indicator: M.RL.i using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<u>8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn

<u>summaries of text.</u>	<u>says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</u>	<u>from the text.</u>
<u>Progress Indicator: M.RL.j identifying and analyzing how the use of literary elements and point of view influence development of plot, characters (motivation, interactions) or theme</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RL.j1 Determine the theme or central idea of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</u>
<u>8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</u>
<u>8.RL.j3 Provide/create an objective summary of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</u>
<u>8.RL.j4 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals,	<u>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a</u>

<u>of a character or provoke a decision.</u>	<u>events, and ideas develop and interact over the course of a text.</u>	<u>character, or provoke a decision.</u>
<u>Progress Indicator: M.RL.k identifying use of literary techniques (e.g., flashback, foreshadowing) and narrative strategies (e.g., dialogue, sensory details) and explaining how they advance the plot or impact meaning</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RL.k1 Identify the use of literary techniques within a text.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u>
<u>8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u>
<u>Progress Indicator: M.RL.l analyzing or comparing texts according to text structure, genre features, or author's style or tone</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RL.l1 Compare and contrast the structure of two or more texts.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	<u>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</u>
<u>8.RL.l2 Explain how language use contributes to the meaning of a poem or drama.</u>	<u>Craft and Structure</u> <u>R5. Analyze the structure of texts, including how specific sentences, paragraphs, and</u>	<u>RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</u>

	<u>larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</u>	
<u>Progress Indicator: M.RL.m evaluating and responding to a range of literature using given criteria</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RL.m1 Compare and contrast the points of view of different characters in the same text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u>
<u>8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RL.8.6 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.</u>
<u>8.RL.m3 Compare and contrast content presented in text, media, and live performance.</u>	<u>Integration of Knowledge and Ideas</u> <u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</u>
<u>8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</u>	<u>RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</u>

English Language Arts | Grade 8 - Reading at the Word Level (RWL)

<u>Progress Indicator: M.RWL.f using connotations and denotations of words to extend and deepen definitional understanding</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>c) Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</u>
<u>Progress Indicator: M.RWL.g making conceptual connections between known and unknown words, using word structure, word relationships, or context</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of the word or phrase.</u>
<u>8.RWL.g2 Use the relationship between particular words to better understand each of the words.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word</u>	<u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>

	<u>meanings.</u>	<u>b) Use the relationship between particular words to better understand each of the words.</u>
<u>Progress Indicator: M.RWL.h using word derivation to expand vocabulary use to new contexts (e.g., historical, cultural, political, mathematical)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RWL.h1 Explain the meaning of words derived from a familiar word (e.g., pedal refers to feet: pedestrian- traveling on foot, pedestal- support or foot for a structure, bipedal- two footed creatures).</u>		
<u>Progress Indicator: M.RWL.i integrating grade-appropriate academic and domain-specific vocabulary in reading, writing, listening, and speaking</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RWL.i1 Use general academic and domain specific words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>
<u>Progress Indicator: M.RWL.j utilizing specialized reference materials (print/digital) to verify and expand reading, writing, and speaking vocabulary</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>

<p><u>8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array of strategies.</u></p> <p><u>d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u></p>
<p><u>8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u></p> <p><u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u></p>
<p><u>8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u></p>	<p><u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u></p> <p><u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both</u></p>

		<u>print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u>
<u>8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</u>
<u>Progress Indicator: M.RWL.k interpreting use of words/phrasing (e.g., figurative, symbolic, sensory)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RWL.k1 Identify irony within a text or media.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., verbal irony, puns) in context.</u>
<u>8.RWL.k2 Identify a pun within a text or media.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., verbal irony, puns) in context.</u>

<p><u>8.RWL.k3 Interpret figures of speech (e.g., allusions, verbal irony, puns) in context.</u></p>	<p><u>Vocabulary Acquisition and Use</u></p> <p><u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p>	<p><u>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>a) Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p><u>L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u></p> <p>a) Interpret figures of speech (e.g., verbal irony, puns) in context.</p>
<p><u>8.RWL.k4 Identify and interpret an analogy within a text.</u></p>	<p><u>Craft and Structure</u></p> <p><u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u></p>	<p><u>RL.8.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u></p> <p><u>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</u></p>
<p><u>8.RWL.k5 Determine the meaning of words and phrases as they are</u></p>	<p><u>Craft and Structure</u></p>	<p><u>RL.8.4 Determine the meaning of words and phrases as they are used in a text</u></p>

<u>used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u>	<u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u> <u>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.</u>
<u>Progress Indicator: M.RWL.1 analyzing intent or impact of language used (e.g., what impact does this word/phrase have on the reader?)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>8.RWL.11 Analyze how the use of figurative, connotative or technical terms affects the meaning or tone of text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</u>

English Language Arts | Grade 8 - Writing: Across All Types (WA)

<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WA.1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</u>
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WA.2 Provide evidence from grade texts to support analysis, reflection, and research.</u>	<u>Research to Build and Present Knowledge</u> W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>W.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible), including describing how the material is rendered new.</u> a) <u>Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").</u> b) <u>Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient;</u>

		<u>recognize when irrelevant evidence is introduced").</u>
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</u>
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WA.4 Use active and passive verbs in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Form and use verbs in the active and passive voice.</u>
<u>8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>c) Form and use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood.</u>
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>

		<u>a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break.</u>
<u>8.WA.7 Spell words correctly in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>c) Spell correctly.</u>
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WA.8 Use active and passive voice in writing to achieve particular effect.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u> <u>a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).</u>
<u>8.WA.9 Use verbs in the conditional and subjunctive mood to achieve particular effect.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</u> <u>a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty or describing a state contrary to fact).</u>
<u>Core Content Connectors: 8</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>8.WA.10 Use grade</u>	<u>Vocabulary Acquisition and Use</u>	<u>L.8.6 Acquire and use accurately grade-</u>

<u>appropriate general academic and domain-specific words and phrases accurately within writing.</u>	<u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	<u>appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>
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English Language Arts | Grades 9-10 - Habits and Dispositions (HD)

<u>H.HD.a reading grade level texts to accomplish academic or personal goals</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</u>
<u>H.HD.b reflecting on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</u>
<u>910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of	<u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on</u>

	<u>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>others' ideas and expressing their own clearly and persuasively.</u> <u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u>
<u>910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u>
<u>H.HD.c identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</u>	<u>Comprehension and Collaboration</u> <u>SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</u>	<u>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</u>
<u>H.HD.d tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)</u>		

<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.</u>		<u>No CCRA.</u>
<u>H.HD.e independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.e1 Read challenging grade appropriate texts.</u>	<u>Range of Reading and Level of Text Complexity</u> <u>R10. Read and comprehend complex literary and informational texts independently and proficiently.</u>	<u>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</u>
<u>H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.</u>		<u>NO CCRA</u>
<u>H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and</u>	<u>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding</u>

	<u>accuracy of each source; and integrate the information while avoiding plagiarism.</u>	<u>plagiarism and following a standard format for citation.</u>
<u>910.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.</u>		<u>NO CCRA</u>
<u>H.HD.h pursuing interactions/discourse with a widening community of readers and writers</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.h1 Work with peers to set rules for collegial discussions and decision-making.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>b) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</u>
<u>910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</u>	<u>Comprehension and Collaboration</u> <u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</u>

<p><u>910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.</u></p>	<p><u>Comprehension and Collaboration</u></p> <p><u>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u></p>	<p><u>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u></p> <p><u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u></p>
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English Language Arts | Grades 9-10 - Informational Writing (WI)

<u>Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>910.WI.a3 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas,

	<u>each source, and integrate the information while avoiding plagiarism.</u>	<u>avoiding plagiarism and following a standard format for citation.</u>
<u>910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (e.g., including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u>
<u>Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (e.g., facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.10-9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u>
<u>910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>a.) Introduce a topic; organize complex ideas.</u>

		<u>concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u>
<u>910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>a.) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u>
<u>910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u>
<u>Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<u>Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.
<u>910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<u>W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u>
<u>Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by</u>		

<u>synthesizing information that moves beyond a single source and flows from ideas presented</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>	<u>Text Types and Purposes</u> W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<u>Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning: making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<u>910.WI.f2 Strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<p><u>910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</u></p>	<p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</u></p> <p><u>9-10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>
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English Language Arts | Grades 9-10 - Literary Writing (WL)

<u>Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<u>Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
<u>910.WL.b2 Engage and orient the reader to the narrator and/or characters.</u>	<u>Text Types and Purposes</u> W3. Write narratives to develop real or imagined experiences or	W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

	<u>events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<u>Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WL.c1 Create a smooth progression of experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<u>910.WL.c2 Sequence events so that they build on one another to create a coherent whole.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</u>
<u>910.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing,</u>	<u>Text Types and Purposes</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective</u>

<u>suspense) as appropriate in writing.</u>	<u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>technique, well-chosen details, and well-structured event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u>
<u>Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>
<u>Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, how character has changed perspectives).</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot</u>

		<u>lines, to develop experiences, events, and/or characters.</u>
<u>Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WL.f1 Refine writing to assure accuracy/authenticity (historical, geographical, technical).</u>	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.9-10.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</u> <u>b) Apply grade 9-10 Reading standard to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.").</u>
<u>Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>
<u>Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<p><u>910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u></p>	<p><u>Production and Distribution of Writing</u></p> <p><u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p>	<p><u>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p>
<p><u>910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</u></p>	<p><u>Production and Distribution of Writing</u></p> <p><u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>	<p><u>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u></p>

English Language Arts | Grades 9-10 - Persuasive Writing (WP)

<u>Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WP.a1 Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<u>910.WP.a2 Evaluate an argument within a text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.</u>	<u>Research to Build and Present Knowledge</u> W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.9-10.9 Draw evidence from literary or information texts to support analysis, reflection, and research. b) Apply <i>grade 9-10 Reading standard</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
<u>Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims- counter claims) either to support or refute the focus/thesis</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information	W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research

	<u>from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter-claim, conclude argument) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u>
<u>910.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</u>
<u>910.WP.b4 Identify claim(s) from alternate or opposing claims(s) in writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims,</u>

		<u>reasons and evidence.</u>
<u>910.WP.b5 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) developing relationships among claim(s), reasons, and evidence.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence.</u>
<u>910.WP.b6 Identify evidence for claim(s) and counterclaim(s).</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u>
<u>910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>910.WP.b8 Use a standard format to</u>	<u>Research to Build and Present</u>	<u>W.9-10.8 Gather relevant information from</u>

<u>produce citations.</u>	<u>Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>multiple authoritative print and digital sources, using advanced search terms effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims- counter claims as appropriate to intended audience</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WP.c1 Develop clear claim(s) with specific evidence for a topic or text.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>b) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</u>
<u>910.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>c) Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u>

<u>910.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>c) Use words, phrases, and clauses to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u>
<u>Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect while maintaining a critical stance and consistent discourse style and voice</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>
<u>Progress Indicator: H.WP.e articulating a conclusion that expresses implications, state the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid</u>	<u>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>

	<u>reasoning and relevant sufficient evidence.</u>	<u>f</u> <u>RL.11-12.4</u> <u>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or powerful language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u>
<u>Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>910.WP.f2 Strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u>

English Language Arts | Grades 9-10 - Reading Informational Text (RI)

<u>Progress Indicator: H.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RI.a1 Use a variety of strategies to derive meaning from a variety print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>Progress Indicator: H.RI.b using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>

<u>910.RI.b3 Determine the central idea of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RI.b4 Determine how the central idea develops.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RI.b5 Determine how key details support the development of the central idea of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RI.b6 Provide/create an objective summary of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>Progress Indicator: H.RI.c analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</u>
<u>910.RI.c2 Identify connections between key points.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</u>
<u>910.RI.c3 Analyze in detail how an author's ideas or claims are developed.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</u>
<u>910.RI.c4 Identify key sentences or paragraphs that support claims.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</u>

<u>910.RI.c5 Determine the author's point of view or purpose in a text.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</u>
<u>910.RI.c6 Determine/identify the specific language/words that the author uses to advance the point of view or purpose.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</u>
<u>Progress Indicator: H.RI.d describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RI.d1 Identify claims and arguments made by the author.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>
<u>910.RI.d2 Delineate/trace the authors argument and specific claims.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>

<u>910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>
<u>Progress Indicator: H.RI.e synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RI.e1 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<u>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</u>
<u>910.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's —Letter from Birmingham Jail), including how they address related themes and concepts.</u>
<u>910.RI.e3 Analyze how seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in	<u>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four</u>

<u>Four Freedoms speech, King's Letter from Birmingham Jail), address similar central ideas.</u>	<u>order to build knowledge or to compare the approaches the authors take.</u>	<u>Freedoms speech, King's —Letter from Birmingham Jail), including how they address related themes and concepts.</u>
<u>Progress Indicator: H.RI.f evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>
<u>910.RI.f2 Assess the validity of the arguments across texts on related topics.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</u>
<u>910.RI.f3 Determine the speaker's point of view or purpose in a text.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</u>
<u>910.RI.f4 Determine what arguments the</u>	<u>Comprehension and Collaboration</u>	<u>SL.9-10.3 Evaluate a speaker's point of</u>

<u>speaker makes.</u>	<u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</u>
<u>910.RI.f5 Evaluate the evidence used to make the argument.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</u>

English Language Arts | Grades 9-10 - Reading Literary (RL)

<u>Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>Progress Indicator: H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<u>910.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>

<u>Progress Indicator: H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>910.RL.c1 Determine the theme or central idea of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RL.c2 Determine how the theme develops.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RL.c3 Determine how key details support the development of the theme of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</u>
<u>910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character).</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</u>

<u>910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</u>
<u>Progress Indicator: H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>910.RL.d1 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</u>
<u>910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</u>	<u>Craft and Structure</u> L5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
<u>Progress Indicator: H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria</u>		

<u>Core Content Connectors: 910</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>910.RL.e1 Compare and contrast works from different cultures with a common theme.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</u>
<u>910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<u>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's Musée des Beaux Arts and Breughel's Landscape with the Fall of Icarus).</u>
<u>Progress Indicator: H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place)</u>		
<u>Core Content Connectors: 910</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>910.RL.f1 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</u>	<u>Integration of Knowledge and Ideas</u> R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<u>RL.9-10.9 Analyze how an author draws on source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</u>

English Language Arts | Grades 9-10 - Reading at the Word Level (RWL)

<u>H.RWL.a utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<u>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</u> d) Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<u>910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<u>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</u> c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
<u>910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts,	<u>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</u>

	<u>and consulting general and specialized reference materials, as appropriate.</u>	<u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</u>
<u>910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</u>
<u>H.RWL.b demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 9-10 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</u>

<u>910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</u>	<u>Vocabulary Acquisition and Use</u> L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<u>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>
<u>H.RWL.c making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RWL.c1 Identify the denotation for a known word.</u>	<u>Vocabulary Acquisition and Use</u> L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<u>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> b) Analyze nuances in the meaning of words with similar denotations.
<u>910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</u>	<u>Vocabulary Acquisition and Use</u> L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<u>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> b) Analyze nuances in the meaning of words with similar denotations.
<u>910.RWL.c3 Develop and explain ideas for why authors made specific word choices</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes	<u>RI.9-10.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</u>

<u>within text.</u>	<u>the content and style of a text.</u>	
<u>H.RWL.d interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.RWL.d1 Identify an oxymoron in a text.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u>
<u>910.RWL.d2 Interpret figures of speech in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u>
<u>910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.9-10.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</u> <u>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including</u>

		<u>figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</u>
<u>910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</u>	<u>Craft and Structure</u> R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<u>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</u>
<u>H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)</u>		
<u>Core Content Connectors: 9-10</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs written for this PI</u>		

English Language Arts | Grades 9-10 - Writing: Across All Types (WA)

<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> W6. <u>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</u>	<u>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>Research to Build and Present Knowledge</u> W9. <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <u>a) Apply grade 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare").</u> <u>b) Apply grade 9-10 Reading standards to literary non-fiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>

<u>910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</u> <u>a) Use parallel structure.</u>
<u>910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.</u>	<u>Conventions of Standard English</u> <u>L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u>	<u>L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <u>b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meaning and add a variety and interest to writing or presentations.</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related</u>

		<u>independent clauses.</u>
		<u>b) Use a colon to introduce a list or quotation.</u>
<u>910.WA.7 Spell correctly in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>c) Spell correctly.</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.8 Write and edit work to conform to guidelines in a style manual.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u> <u>a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLS Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</u>
<u>Core Content Connectors: 910</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	<u>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>

English Language Arts | Grades 11-12 - Habits and Dispositions (HD)

<u>H.HD.a reading grade level texts to accomplish academic or personal goals</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</u>
<u>H.HD.b reflection on how reading or writing impacts how self and others see the world (e.g., contrasting diverse points of view, evaluating reasoning, determining importance or credibility)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	<u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u> <u>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</u>

<p><u>1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</u></p>	<p><u>Comprehension and Collaboration</u></p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u></p> <p><u>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</u></p>
<p><u>1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.</u></p>	<p><u>Comprehension and Collaboration</u></p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p><u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u></p> <p><u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u></p>
<p><u>1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</u></p>	<p><u>Comprehension and Collaboration</u></p> <p>SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their</p>	<p><u>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively.</u></p>

	<u>own clearly and persuasively.</u>	<u>d) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</u>
<u>H.HD.c identifying purposes for social media, (including as a tool for learning) and evaluating the credibility of sources, and effectiveness/impact and accuracy of media messages</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.</u>	<u>Comprehension and Collaboration</u> SL.2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	<u>SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u>
<u>H.HD.d tracking reading and writing progress (e.g., using portfolios, personal reflection, journals, self-scoring rubrics, conferencing)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.d1 Use self-reflection and self-evaluation of permanent products to track performance and progress.</u>		<u>No CCRA.</u>
<u>H.HD.e independently reading challenging texts/materials (e.g., for pleasure, for information to solve problems, to expand personal knowledge)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.e1 Independently read challenging grade appropriate texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex	<u>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the</u>

	<u>literary and informational texts independently and proficiently.</u>	<u>high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 text complexity band independently and proficiently.</u> <u>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.</u>
<u>H.HD.f interpreting requirements, planning, and persevering through complex/extended literacy tasks</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>910.HD.f1 Design a strategy or plan based upon assignment requirements to complete literacy tasks within a given time frame.</u>		<u>NO CCRA</u>
<u>H.HD.g identifying and explaining issues of ethics; taking responsibility in using and producing texts (e.g., social media, plagiarism)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source; and integrate the information while avoiding plagiarism.</u>	<u>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>

<u>1112.HD.g2 Follow policies and rules regarding distribution of information in media formats including social media.</u>		<u>NO CCRA</u>
<u>H.HD.h pursuing interactions/discourse with a widening community of readers and writers</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.HD.h1 Work with peers to promote democratic discussions.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
<u>1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on others' ideas and expressing their own clearly and persuasively. c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
<u>1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.</u>	<u>Comprehension and Collaboration</u> SL1. Prepare for and participate effectively in a range of	SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11-12 topics and texts and issues, building on

	<u>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</u>	<u>others' ideas and expressing their own clearly and persuasively.</u> <u>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</u>
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English Language Arts | Grades 11-12 - Informational Writing (WI)

<u>Progress Indicator: H.WI.a using advanced searches to locate relevant information from multiple (e.g., print/non-print and digital) sources, including research studies, documentaries, and historical and primary sources, to establish a central question or focus/thesis for a topic, problem, concept, or issue</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strength and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.
<u>1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<u>1112.WI.a3 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> W8. Gather relevant information from multiple print and digital sources,	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate

	<u>assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</u>	<u>Research to Build and Present Knowledge</u> <u>W7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</u>	<u>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (e.g., including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u>
<u>Progress Indicator: H.WI.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data, etc.) and text features, determining the significance to subtopics in order to establish and support a focus/controlling idea/thesis</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u>
<u>1112.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u>

	<u>content.</u>	<u>a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u>
<u>1112.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>a.) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u>
<u>1112.WI.b4 Provide the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>b.) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u>
<u>Progress Indicator: H.WI.c developing coherence among ideas and subtopics by maintaining appropriate text structure(s) and</u>		

<u>using nuanced transitions and varied syntax to link the focus/controlling idea/thesis with the major sections of text</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WI.c1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>c.) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u>
<u>Progress Indicator: H.WI.d including precise and descriptive language, specialized domain-specific vocabulary, and maintaining a knowledgeable stance and consistent (formal) style and tone</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WI.d1 Use precise language, and domain-specific vocabulary to manage the complexity of the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>d.) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u>
<u>1112.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of</u>

<u>fluency, and voice should be active versus passive).</u>	<u>ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>content.</u> <u>e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u>
<u>Progress Indicator: H.WI.e drawing a conclusion, and articulating implications or stating the significance of the topic by synthesizing information that moves beyond a single source and flows from ideas presented</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>f.) Provides a concluding statement or section that follows from the information or explanation presented.</u>
<u>Progress Indicator: H.WI.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance of text/visual/auditory information, validity and format of sources cited, overall cohesion, and impact of style, tone and voice</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WI.f1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>

<p><u>1112.WI.f2 Strengthen writing by revising and editing.</u></p>	<p><u>Production and Distribution of Writing</u></p> <p><u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p>	<p><u>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u></p>
<p><u>1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</u></p>	<p><u>Presentation of Knowledge and Ideas</u></p> <p><u>SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</u></p> <p><u>Text Types and Purposes</u></p> <p><u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p>	<p><u>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</u></p> <p><u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</u></p> <p><u>f.) Provides a concluding statement or section that follows from the information or explanation presented.</u></p>

English Language Arts | Grades 11-12 - Literary Writing (WL)

<u>Progress Indicator: H.WL.a employing advanced strategies (e.g., writing log, mentor texts, peer conferencing, researching author styles and genre structures and features) to develop images, characters, plot/subplots, central message/theme, or discourse style</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</u>	<u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u>
<u>Progress Indicator: H.WL.b setting the context and tone (e.g., an opening lead to 'hook' readers) and establishing point of view and discourse style (e.g., satire, humor, dramatic irony)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WL.b1 Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<u>1112.WL.b2 Engage and orient the reader to the narrator and/or characters</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured</u>

	<u>develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>event sequences.</u> <u>a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<u>Progress Indicator: H.WL.c sustaining point of view, style, and text structure(s) appropriate to purpose and genre; using transitional devices to control pacing or add interest or surprise (e.g., flashback flash forward, subtle /implicit foreshadowing)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WL.c1 Create a smooth progression of experiences or events.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>a) Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u>
<u>1112.WL.c2 Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent</u>

	<u>structured event sequences.</u>	<u>whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</u>
<u>1112.WL.c3 Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u>
<u>Progress Indicator: H.WL.d selecting details and precise or nuanced language to enhance tone, mood, or imagery; elaborate on ideas; build to climax; or evoke an emotional response (e.g., suspense, shock, empathy)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WL.d1 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u> <u>d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u>
<u>Progress Indicator: H.WL.e weaving in dialogue (including use of authentic dialects) to effectively develop characters and advance the plot or theme</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WL.e1 Produce a narrative that includes dialogue that advances the plot or theme (e.g., reveals character motivation, feelings,</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured</u>

<u>thoughts, how character has changed perspectives).</u>	<u>develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>event sequences.</u> <u>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u>
<u>Progress Indicator: H.WL.f refining overall coherence with literary techniques (e.g., hyperbole, paradox) or accuracy/authenticity (historical, geographic, technical, etc.)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WL.f1 Refine writing to assure accuracy/authenticity (e.g., historical, geographical, technical).</u>	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <u>b) Apply <i>grade 11-12 Reading standard</i> to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</u>
<u>Progress Indicator: H.WL.o writing a conclusion that follows the flow of ideas, reflects back on the theme, and leaves readers with something to think about (e.g., an unanswered question, reader self-reflection)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WL.o1 Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>	<u>Text Types and Purposes</u> <u>W3. Write narratives to develop real or imagined</u>	<u>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>

	<u>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</u>	<u>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u>
<u>Progress Indicator: H.WL.p applying sophisticated editing and revision strategies to full texts to clarify intent, strengthen intended impact on reader, and reflect personal voice and writing style</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</u>	<u>Production and Distribution of Writing</u> <u>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>	<u>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>
<u>1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u>

English Language Arts | Grades 11-12 - Persuasive Writing (WP)

<u>Progress Indicator: H.WP.a using advanced searches and analyses to better understand genres and techniques associated with argument and critique and their intended audiences (e.g., discuss reasoning and rebuttals; analyze mentor texts- political commentaries, literary critiques, media messages, editorials, seminal historical and scientific documents)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice.</u>	<u>Comprehension and Collaboration</u> <u>SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</u>	<u>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u>
<u>1112.WP.a2 Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient.</u>	<u>Research to Build and Present Knowledge</u> <u>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>W.11-12.9 Draw evidence from literary or information texts to support analysis, reflection, and research.</u> <u>b) Apply grade 11-12 Reading standard to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</u>
<u>Progress Indicator: H.WP.b organizing, analyzing, and selectively integrating varied and complex information (facts, principles, examples, quotations, data), determining their significance to potential lines of reasoning (claims-counter claims) either to support or refute the focus/thesis</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WP.b1 Gather relevant information</u>	<u>Research to Build and Present</u>	<u>W.11-12.8 Gather relevant information from</u>

<u>about the topic or text and stated claims from authoritative print and/or digital sources.</u>	<u>Knowledge</u> W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	<u>multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.</u>	<u>Production and Distribution of Writing</u> W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<u>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u>
<u>1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> a) <u>Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</u>
<u>1112.WP.b4 Use context or related text to establish the significance of the claim(s).</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>

	<u>reasoning and relevant sufficient evidence.</u>	<u>a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</u>
<u>1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</u>
<u>1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>a) Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.</u>
<u>1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u>

	<u>topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</u>
<u>1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>1112.WP.b9 Use a standard format to produce citations.</u>	<u>Research to Build and Present Knowledge</u> <u>W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</u>	<u>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced search terms effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</u>
<u>Progress Indicator: H.WP.c establishing a critical stance and developing coherence among claims and evidence using nuanced transitions and varied syntax to link the focus/thesis with the major claims-counter claims as appropriate to intended audience</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WP.c1 Develop clear claim(s) with</u>	<u>Text Types and Purposes</u>	<u>W.11-12.1 Write arguments to support claims in an</u>

<u>the most relevant evidence for a topic or text.</u>	<u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</u>
<u>1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u>
<u>1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</u>	<u>Text Types and Purposes</u> <u>W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.</u>	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> <u>c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u>
<u>Progress Indicator: H.WP.d utilizing emotive, precise, or technical language, transitional devices, and rhetorical techniques for effect, while maintaining a critical stance and consistent discourse style and voice</u>		

<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<u>Progress Indicator: H.WP.e articulating a conclusion that expresses implications, states the significance of the position/thesis, or presents a compelling call to action while reflecting sensitivity to the audience, leaving readers with a clear understanding and respect for what the writer is arguing</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.</u>	<u>Text Types and Purposes</u> W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient evidence.	<u>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</u> f) Provide a concluding statement or section that follows from and supports the argument presented.
<u>Progress Indicator: H.HD.f editing and revising full texts to clarify intent and meaning; making judgments about completeness, accuracy, and significance claims-counter claims, validity of evidence, overall cohesion, and impact of style, tone, and voice on message</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>11-12.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.</u>	<u>Production and Distribution of Writing</u> W4. Produce clear and coherent writing in which the development, organization, and style are	<u>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u>

	<u>appropriate to task, purpose, and audience.</u>	
<u>1112.WP.f2 Strengthen writing by revising and editing.</u>	<u>Production and Distribution of Writing</u> <u>W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u>	<u>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</u>

English Language Arts | Grades 11-12 - Reading Informational Text (RI)

<u>Progress Indicator: H.RI.a flexibly using strategies to derive meaning from a variety of print/non-print texts</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. Read and comprehend complex literary and informational texts independently and proficiently.	<u>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</u>
<u>Progress Indicator: H.RI.b using supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts (e.g., concepts, events, issues, or problems explored)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<u>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>
<u>1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.</u>	<u>Key Ideas and Details</u> R1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when	<u>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>

	<u>writing or speaking to support conclusions drawn from the text.</u>	
<u>1112.RI.b3 Determine two or more central ideas of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</u>
<u>1112.RI.b4 Determine how the central ideas develop.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</u>
<u>1112.RI.b5 Determine how key details support the development of the central idea of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</u>
<u>1112.RI.b6 Provide/create an objective summary of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</u>

<u>Progress Indicator: H.RI.c analyzing the author's use of organizational patterns, idea development, or persuasive and propaganda techniques to convey information and advance a point of view</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u>
<u>1112.RI.c2 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u>	<u>Key Ideas and Details</u> R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<u>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u>
<u>1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<u>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u>
<u>1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.</u>	<u>Craft and Structure</u> R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter,	<u>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u>

	<u>scene, or stanza) relate to each other and the whole.</u>	
<u>Progress Indicator: H.RI.d describing an author's approach to a topic and evaluating the effectiveness and credibility of arguments presented (e.g., identifying unstated assumptions/subtexts, faulty reasoning, inaccurate information)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RI.d1 Determine the author's point of view or purpose in a text.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</u>
<u>1112.RI.d2 Determine what arguments the author makes.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</u>
<u>1112.RI.d3 Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness or beauty of the text.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shapes the content and style of a text.	<u>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</u>
<u>1112.RI.d4 Identify claims made by the author as being fact or opinion.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a	<u>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. and other texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises.</u>

	<u>text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u>
<u>1112.RI.d5 Distinguish reliable sources from non-reliable.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u>
<u>1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u>
<u>Progress Indicator: H.RI.e synthesizing complex information across multiple sources to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept/author's message)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RI.e1 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,</u>	<u>Integration of Knowledge and Ideas</u>	<u>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively)</u>

<u>quantitatively) as well as in words in order to address a question or solve a problem.</u>	<u>R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</u>	<u>as well as in words in order to address a question or solve a problem.</u>
<u>1112.RI.e2 Identify central ideas and concepts in seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail).</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) and other documents of similar significance for their themes, purposes, and rhetorical features.</u>
<u>1112.RI.e3 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's Letter from Birmingham Jail, address similar central ideas.</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) and other documents of similar significance for their themes, purposes, and rhetorical features.</u>
<u>Progress Indicator: H.RI.f evaluating points of view/perspectives from two or more texts on related topics and justifying the more cogent viewpoint (e.g., different accounts of the same event/issue, use of different media or formats)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.</u>	<u>Integration of Knowledge and Ideas</u> <u>R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</u>	<u>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u>

<u>1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.</u>	<u>Integration of Knowledge and Ideas</u> R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<u>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u>
<u>1112.RI.f3 Determine the speaker's point of view or purpose in a text.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u>
<u>1112.RI.f4 Determine what arguments the speaker makes.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u>
<u>1112.RI.f5 Evaluate the evidence used to make the speaker's argument.</u>	<u>Comprehension and Collaboration</u> SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<u>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u>

English Language Arts | Grades 11-12 - Reading Literary (RL)

<u>Progress Indicator: H.RL.a flexibly using strategies to derive meaning from a variety of texts and mediums</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</u>	<u>Range of Reading and Level of Text Complexity</u> R10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<u>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</u>
<u>Progress Indicator: H.RL.b using a range of textual evidence to support summaries and interpretations of text (e.g., purpose, plot/subplot, central idea, theme)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</u>	<u>Key Ideas and Details</u> R1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<u>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>
<u>1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</u>	<u>Key Ideas and Details</u> R1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves	<u>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>

	<u>matters uncertain.</u>	
<u>1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.</u>	<u>Key Ideas and Details</u> R1.Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<u>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>
<u>Progress Indicator: H.RL.c identifying and analyzing how interrelationships of literary elements and point of view influence development of plot and subplots, complex characters (motivations, interactions, archetypes) or universal themes</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1112.RL.c1 Determine two or more themes or central ideas of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</u>
<u>1112.RL.c2 Determine how the theme develops.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<u>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</u>
<u>1112.RL.c3 Provide/create an objective summary of a text.</u>	<u>Key Ideas and Details</u> R2. Determine central ideas or themes	<u>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text,</u>

	<u>of a text and analyze their development; summarize the key supporting details and ideas.</u>	<u>including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</u>
<u>1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u>
<u>1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u>	<u>Key Ideas and Details</u> <u>R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</u>	<u>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u>
<u>Progress Indicator: H.RL.d recognizing and interpreting how use of literary language, literary devices (e.g., hyperbole, paradox, analogies, allusion), genre structures, or discourse style (e.g., sarcasm, satire, humor, irony) advance the plot or affect the tone or pacing of the work</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1112.RL.d1 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</u>	<u>Craft and Structure</u> <u>R5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</u>	<u>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning.</u>

<u>1112.RL.d2 Define satire, sarcasm, irony.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shape the content and style of a text.	<u>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u>
<u>1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.</u>	<u>Craft and Structure</u> R6. Assess how point of view or purpose shape the content and style of a text.	<u>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u>
<u>1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</u>	<u>Craft and Structure</u> L5. Demonstrate understanding of word relationships and nuances in word meanings.	<u>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b) Analyze nuances in the meaning of words with similar denotations.
<u>Progress Indicator: H.RL.e analyzing and comparing two or more works (e.g., by the same author, from the same time period, from different cultures, presented in different forms, with similar universal themes) using given criteria</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1112.RL.e1 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry)</u>	<u>Integration of Knowledge and Ideas</u> R7. Integrate and evaluate content presented in diverse formats and media,	<u>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets</u>

<u>evaluating how each version interprets the source text.</u>	<u>including visually and quantitatively, as well as in words.</u>	<u>the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</u>
<u>Progress Indicator: H.RL.f analyzing and critiquing a range of literature using given criteria (e.g., use of source material or medium, authenticity of time/place)</u>		
<u>Core Content Connectors: 1112</u>	<u>CCRA Anchor Standard</u>	<u>Idaho Content Standard</u>
<u>1112.RL.f1 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics (historical reflection, social, morals).</u>	<u>Integration of Knowledge and Ideas</u> <u>R9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</u>	<u>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics.</u>

English Language Arts | Grades 11-12 - Reading at the Word Level (RWL)

<u>H.RWL.a utilizing specialized or content-specific reference tools (print and digital) to verify and expand vocabulary when reading, writing, listening, and speaking</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<u>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</u> d) <u>Verify the preliminary determination of the meaning of the word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u>
<u>1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<u>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</u> c) <u>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</u>
<u>1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</u>	<u>Vocabulary Acquisition and Use</u> L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference	<u>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</u>

	<u>materials, as appropriate.</u>	<u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</u>
<u>1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</u> <u>c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</u>
<u>H.RWL.b demonstrating contextual understanding of academic, domain-specific, and technical vocabulary in reading, writing, listening, and speaking</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</u>	<u>Vocabulary Acquisition and Use</u> <u>L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</u>	<u>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.</u> <u>a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</u>
<u>1112.RWL.b2 Use newly acquired domain-specific</u>	<u>Vocabulary Acquisition and Use</u>	<u>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases.</u>

<u>words and phrases accurately.</u>	<u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</u>	<u>sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>
<u>1112.RWL.b3 Use metaphors, similes, or analogies within writing to inform or explain the topic.</u>	<u>Text Types and Purposes</u> <u>W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</u>	<u>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.</u> <u>d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u>
<u>H.RWL.c making conceptual connections between known and unknown words/phrases and analyzing nuances of word/phrase meanings (multiple meanings, similar denotations, precise intended meaning) used in different contexts (e.g., literary, historical, cultural, political, social, mathematical)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RWL.c1 Identify the denotation for a known word.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>b) Analyze nuances in the meaning of words with similar denotations.</u>
<u>1112.RWL.c2 Explain</u>	<u>Vocabulary Acquisition and Use</u>	<u>L.11-12.5 Demonstrate understanding of figurative</u>

<u>differences or changes in the meaning of words with similar denotations.</u>	<u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>language, word relationships, and nuances in word meanings.</u> <u>b) Analyze nuances in the meaning of words with similar denotations.</u>
<u>1112.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.</u>	<u>Craft and Structure</u> <u>R6. Assess how point of view or purpose shapes the content and style of a text.</u>	<u>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u>
<u>H.RWL.d interpreting or comparing meaning and intent of language use (e.g., figurative or abstract language, potential bias-laden phrasing) in a variety of texts or contexts</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.RWL.d1 Identify hyperbole in a text.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u>
<u>1112.RWL.d2 Interpret figures of speech in context.</u>	<u>Vocabulary Acquisition and Use</u> <u>L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u>	<u>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <u>a) Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u>

<u>1112.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RL.11-12.4 Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings; analyze the impact of specific word choices on meaning and ton, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u> <u>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</u>
<u>1112.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</u>	<u>Craft and Structure</u> <u>R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</u>	<u>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</u>
<u>H.RWL.e analyzing intent, style, or impact of language used in print/non-print texts with more complex topics or themes (e.g., figurative, symbolic or abstract language, potential bias-laden phrasing)</u>		
<u>Core Content Connectors: 11-12</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>No CCCs written for this PL.</u>		

English Language Arts | Grades 11-12 - Writing: Across All Types (WA)

<u>Core Content Connectors:</u> <u>1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</u>	<u>Production and Distribution of Writing</u> W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<u>W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</u>
<u>Core Content Connectors:</u> <u>1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WA.2 Provide evidence from literary or informational texts to support analysis, reflection, and research.</u>	<u>Research to Build and Present Knowledge</u> W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<u>W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u> <u>a) Apply grade 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early –twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</u> <u>b) Apply grade 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S., Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public</u>

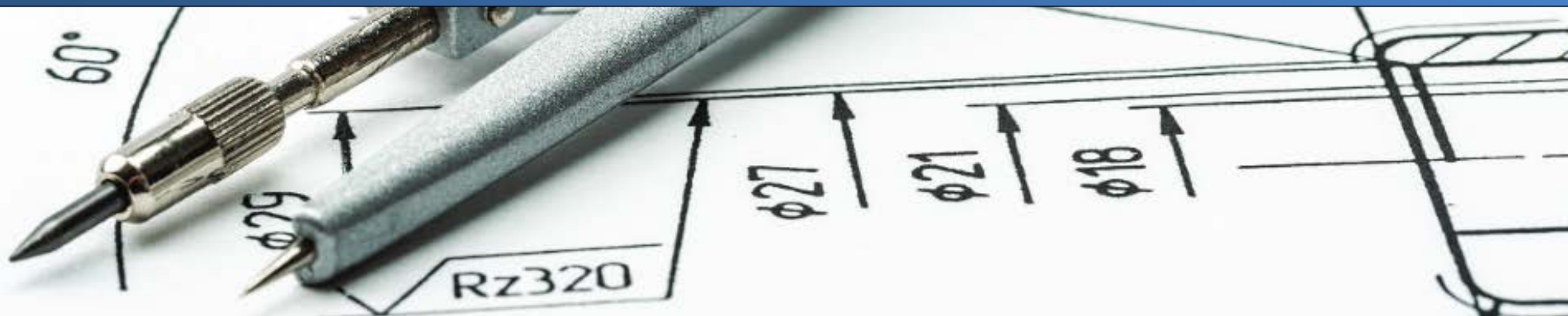
		<u>advocacy [e.g., <i>The Federalist</i>, presidential addresses]"</u> .
<u>Core Content Connectors:</u> <u>1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.</u>	<u>Presentation of Knowledge and Ideas</u> <u>SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</u>	<u>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</u>
<u>Core Content Connectors:</u> <u>1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WA.4 Use hyphenation conventions.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>a) Use hyphenation conventions.</u>
<u>1112.WA.5 Spell correctly in writing.</u>	<u>Conventions of Standard English</u> <u>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	<u>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u> <u>b) Spell correctly.</u>
<u>Core Content Connectors:</u> <u>1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WA.6 Vary syntax within writing for effect.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to</u>	<u>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading</u>

	<u>make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>or listening.</u> <u>a) Vary syntax for effect, consulting reference (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</u>
<u>1112.WA.7 Write and edit work to conform to guidelines in a style manual.</u>	<u>Knowledge of Language</u> <u>L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u>	<u>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</u> <u>a) Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLS Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</u>
<u>Core Content Connectors: 1112</u>	<u>CCRA Standards</u>	<u>Idaho Content Standard</u>
<u>1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing .</u>	<u>Vocabulary Acquisition and Use</u> <u>L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>	<u>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u>

IDAHO EXTENDED CONTENT STANDARDS

CORE CONNENT CONNECTORS

MATHEMATICS



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
SHERRI YBARRA
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

Core Content Connectors | Mathematics Legend

<u>Full Name of Core Content Connector</u>		<u>Core Content Connector</u>			
<u>Data Analysis, Probability, and Statistics</u>		<u>DPS</u>			
<u>Geometry</u>		<u>GM</u>			
<u>Measurement</u>		<u>ME</u>			
<u>Numbers and Operations</u>		<u>NO</u>			
<u>Patterns, Relations, and Functions</u>		<u>PRF</u>			
<u>Symbolic Expression</u>		<u>SE</u>			
<u>Full Name</u>		<u>Acronym</u>			
<u>College and Career Readiness Anchor</u>		<u>CCRA</u>			
<u>Full Name of State Standard</u>	<u>Standard</u>	<u>Full Name of State Standard</u>	<u>Standard</u>	<u>Full Name of State Standard</u>	<u>Standard</u>
<u>Counting and Cardinality</u>	<u>CC</u>	<u>Interpreting Functions</u>	<u>IF</u>	<u>Quantities</u>	<u>Q</u>
<u>Operations and Algebraic Thinking</u>	<u>OA</u>	<u>Building Functions</u>	<u>BF</u>	<u>The Complex Number System</u>	<u>CN</u>
<u>Number and Operations in Base Ten</u>	<u>NBT</u>	<u>Linear, Quadratic, and Exponential Models</u>	<u>LE</u>	<u>Vector and Matrix Quantities</u>	<u>VM</u>
<u>Measurement and Data</u>	<u>MD</u>	<u>Trigonometric Functions</u>	<u>TF</u>	<u>Seeing Structure in Expressions</u>	<u>SSE</u>
<u>Geometry</u>	<u>G</u>	<u>Congruence</u>	<u>CO</u>	<u>Arithmetic with Polynomials and Rational Expressions</u>	<u>APR</u>
<u>Number and Operations - Fractions</u>	<u>NF</u>	<u>Similarity, Right Triangles, and Trigonometry</u>	<u>SRT</u>	<u>Creating Equations</u>	<u>CED</u>
<u>Ratios and Proportional Relationships</u>	<u>RP</u>	<u>Circles</u>	<u>C</u>	<u>Reasoning with Equations and Inequalities</u>	<u>REI</u>
<u>The Number System</u>	<u>NS</u>	<u>Expressing Geometric Properties with Equations</u>	<u>GPE</u>	<u>Interpreting Categorical and Quantitative Data</u>	<u>HSS.ID</u>
<u>Expressions and Equations</u>	<u>EE</u>	<u>Geometric Measurement and Dimension</u>	<u>GMD</u>	<u>Making Inferences and Justifying Conclusions</u>	<u>HSS.IC</u>
<u>Statistics and Probability</u>	<u>SP</u>	<u>Modeling with Geometry</u>	<u>MG</u>	<u>Conditional Probability and the Rules of Probability</u>	<u>HSS.CP</u>
<u>Functions</u>	<u>F</u>	<u>The Real Number System</u>	<u>RN</u>	<u>Using Probability to Make Decisions</u>	<u>HSS.MD</u>

Mathematics | Grade K | Overview

Counting and Cardinality (CC)
<ul style="list-style-type: none"> Know number names and the count sequence. Count to tell the number of objects. Compare numbers.
Operations and Algebraic Thinking (OA)
<ul style="list-style-type: none"> Understand addition and putting together and adding to, and understand subtraction as taking apart.
Number and Operations in Base Ten (NBT)
<ul style="list-style-type: none"> Work with numbers 11-19 to gain foundations for place value.
Measurement and Data (MD)
<ul style="list-style-type: none"> Describe and compare measurable attributes. Classify objects and count the number of objects in categories.
Geometry (G)
<ul style="list-style-type: none"> Identify and describe shapes. Analyze, compare, create, and compose shapes.

Progress Indicator: E.DPS.1a posing questions of interest that can be answered by counting or collecting data (e.g., concrete comparisons about students, classroom materials, science topics) with teacher guidance		
Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard
K.DPS.1a1 Select a question that is answered by collected data	Counting and Cardinality K CC Count to tell the number of objects.	K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Progress Indicator: E.GM.1a recognizing, describing (using spatial language) and naming shapes regardless of orientation or size and locating shapes in the environment		
Core Content Connectors: K	CCRA Domain/Cluster	Idaho Content Standard

<u>K.GM.1a1 Recognize two-dimensional shapes (e.g., circle, square, triangle, rectangle) regardless of orientation or size</u>	<u>Geometry</u> K G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	<u>K.G.A.2 Correctly name shapes regardless of their orientations or overall size.</u>
<u>K.GM.1a2 Recognize two-dimensional shapes in environment regardless of orientation or size</u>	<u>Geometry</u> K G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	<u>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</u>
<u>K.GM.1a3 Use spatial language (e.g., above, below, etc.) to describe two-dimensional shapes</u>	<u>Geometry</u> K G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)	<u>K.G.A.1 Describe objects in the environment using names of shapes, and describe the relative position of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>.</u>
<u>Progress Indicator: E.GM.1c composing two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter circles)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.GM.1c 1 Compose a larger shape from smaller shapes</u>	<u>Geometry</u> K G Analyze, compare, create, and compose shapes.	<u>K.G.B.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</u>

<u>Progress Indicator: E.ME.1a recognizing, identifying, and describing the measurable attributes of objects</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.ME.1a1 Describe objects in terms of measurable attributes (longer, shorter, heavier, lighter...)</u>	<u>Measurement and Data</u> K MD Describe and compare measurable	<u>K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measureable attributes of a single object.</u>

	<u>attributes.</u>	
<u>Progress Indicator: E.ME.1b comparing and ordering objects/events according to their specified attributes (using standard or non-standard units of measure), including indirectly by using a third object, or using common referents to estimate or compare</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.ME.1b1 Sort objects by characteristics (e.g., big/little, colors, shapes, etc.)</u>	<u>Measurement and Data</u> <u>K MD Classify objects and count the number of objects in each category.</u>	<u>K. MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</u>
<u>K.ME.1b2 Compare 2 objects with a measurable attribute in common to see which object has more/less of the attribute (length, height, weight)</u>	<u>Measurement and Data</u> <u>K MD Describe and compare measurable attributes.</u>	<u>K.MD.A.2 Directly compare two objects with a measurable attribute in common to see which object has "more of/less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></u>

<u>Progress Indicator: E.ME.2a applying non-standard and common standard units to measure (length, height, weight, time)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.ME.2b selecting tools and using units of measures appropriately and consistently, with no gaps or overlaps in the technique of measuring</u>		
<u>No CCCs developed for this PI</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.ME2c recognizing situations that require precision and those where an estimation or proportional matching is appropriate</u>		
<u>No CCCs developed for this PI</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.ME2d describing a unit as an amount/quantity (rather than an object or a mark on a scale)</u>		
<u>No CCCs developed for this PI</u>		<u>No CCRA linked</u>

<u>Progress Indicator: E.NO.1a showing mastery of the prerequisite core skills of cardinality, constancy, and 1:1 correspondence</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.NO.1a1 Rote count up to 10</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.1 Count to 100 by ones and by tens.</u>
<u>K.NO.1a2 Rote count up to 31</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.1 Count to 100 by ones and by tens.</u>
<u>K.NO.1a3 Rote count up to 100</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.1 Count to 100 by ones and by tens.</u>
<u>K.NO.1a4 Count up to 10 objects in a line, rectangle, or array</u>	<u>Counting and Cardinality</u> <u>K CC Count to tell the number of objects.</u>	<u>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</u> <u>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</u> <u>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</u>
<u>Progress Indicator: E.NO.1b developing an understanding of number and principles of quantity (e.g., hold up 5 fingers at once to show 5, locate things in 2s without counting; using number words to indicate small exact numbers or relative change in quantity - more, small)</u>		

<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.NO.1b1 Match the numeral to the number of objects in a set</u>	<u>Counting and Cardinality</u> <u>K CC Count to tell the number of objects.</u>	<u>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</u> <u>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</u> <u>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</u>
<u>K.NO.1b2 Identify the set that has more</u>	<u>Counting and Cardinality</u> <u>K CC Count to tell the number of objects.</u>	<u>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</u> <u>b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</u>
<u>Progress Indicator: E.NO.1d identifying numbers (names, symbols, quantity) and the count sequence</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.NO.1d1 Identify numerals 1-10</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</u>
<u>K.NO.1d2 Identify the numerals 1-10 when presented the name of the number</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</u>

<u>Progress Indicator: E.NO.1e reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.NO.1e1 Write or select the numerals 1-10</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</u>
<u>Progress Indicator: NO.1f representing, ordering, and comparing whole numbers</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.NO.1f1 Identify the smaller or larger number given 2 numbers between 0-10</u>	<u>Counting and Cardinality</u> <u>K CC Compare numbers.</u>	<u>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</u>

<u>Progress Indicator: E.NO.2a representing addition and subtraction in multiple ways (composing/ decomposing numbers, diagrams, using objects, arrays, equations, number lines), including regrouping</u>		
<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.NO.2a1 Count 2 sets to find sums up to 10</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</u>
<u>K.NO.2a2 Decompose a set of up to 10 objects into a group; count the quantity in each group</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</u>
<u>K.NO.2a3 Solve word problems within 10</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together</u>	<u>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to</u>

	<u>and adding to, and understand subtraction as taking apart and taking from.</u>	<u>represent the problem.</u>
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Progress Indicator: E.PRF.1b exploring and describing how addition or subtraction changes a quantity

<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.PRF.1b1 Use objects or pictures to respond appropriately to "add " and "take away "</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</u> <u>(1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.))</u>
<u>K.PRF.1b2 Communicate answer after adding or taking away</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.1 Represent addition and subtraction with objects, fingers, mental images, drawings1, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</u> <u>(1 Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.))</u>

Progress Indicator: E.PRF.1c modeling problem solving situations that involve addition and subtraction of whole numbers using objects, diagrams, and symbols

<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.PRF.1c1 Solve one step addition and subtraction word problems, and add and subtract within 10 using</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together</u>	<u>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to</u>

<u>objects, drawings, pictures</u>	<u>and adding to, and understand subtraction as taking apart and taking from.</u>	<u>represent the problem.</u>
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Explanations and clarifications:

Progress Indicator: E.PRF.2a recognizing, describing, and extending simple repeating (ABAB) and growing (A+1, A+2, A+3) patterns (e.g., colors, sounds, words, shapes, numeric – counting, odd, even)

<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.PRF.2a1 Describe or select the repeating pattern using objects or pictures (AB or ABC)</u>		<u>No CCRA linked</u>
<u>K.PRF.2a2 Extend a repeating pattern using objects or pictures (AB or ABC)</u>		<u>No CCRA linked</u>
<u>K.PRF.2a3 Extend a repeating numerical AB pattern</u>		<u>No CCRA linked</u>

Progress Indicator: E.PRF.2b creating and explaining repeating and growing patterns using objects or numbers

<u>Core Content Connectors: K</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>K.PRF.2b1 Create a repeating pattern using objects, pictures, or numbers</u>		<u>No CCRA linked</u>

Mathematics | Grade 1 | Overview

Operations and Algebraic Thinking (OA)
<ul style="list-style-type: none"> Represent and solve problems involving addition and subtraction. Understand and apply properties of operations and the relationship between addition and subtraction. Add and subtract within 20.
Number and operations in Base Ten (NBT)
<ul style="list-style-type: none"> Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract.
Measurement and Data (MD)
<ul style="list-style-type: none"> Measure lengths indirectly and by iterating length units. Tell and write time. Represent and interpret data.
Geometry (G)
<ul style="list-style-type: none"> Reason with shapes and their attributes.

<u>Progress Indicator: E.DPS.1a posing questions of interest that can be answered by counting or collecting data (e.g., concrete comparisons about students, classroom materials, science topics) with teacher guidance</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.DPS.1a2 Select questions that ask about "How many" and represent up to three categories that can be concretely represented</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</u>
<u>1.DPS.1a3 Identify 2 categories resulting from a selected question</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are</u>

		<u>in one category than in another.</u>
<u>1.DPS.1a4 Analyze data by sorting into 2 categories; answer questions about the total number of data points and how many in each category</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</u>
<u>Progress Indicator: E.DPS.1c collecting and organizing/representing data (e.g., picture graphs, tally charts, bar graphs)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.DPS.1c1 Using a picture graph, represent each object/person counted on the graph (1:1 correspondence) for 2 or more categories</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</u>
<u>Progress Indicator: E.DPS.1d recognizing that data can take on different values</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.DPS.1d1 Interpret a picture graph to answer questions about how many in each category</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</u>
<u>Progress Indicator: E.DPS.1e describing and comparing data and beginning to identify what the data do or do not show (e.g., bar graphs, line plots, picture graphs)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.DPS.1e1 Compare the values of the 2 categories of data in terms of more or less</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each</u>

		<u>category, and how many more or less are in one category than in another.</u>
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Progress Indicator: E.GM.1b analyzing and comparing two- (and later) three-dimensional shapes using informal language (e.g., flat, solid, corners) to describe their differences and similarities, as well as their component parts (number of sides, vertices) and other attributes (e.g., sides of equal length)

<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.GM.1b1 Identify shapes as two-dimensional (lying flat) or three dimensional (solid)</u>	<u>Geometry</u> <u>K G Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres)</u>	<u>K.G.A.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</u>
<u>1.GM.1b2 Distinguish two-dimensional shapes based upon their defining attributes (i.e., size, corners, and points)</u>	<u>Geometry</u> <u>1 G Reason with shapes and their attributes.</u>	<u>1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</u>

Progress Indicator: E.GM.1c composing two-dimensional shapes (rectangles, squares, triangles, half-circles, and quarter-circles)

<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.GM.1c 2 Compose two- and three-dimensional shapes</u>	<u>Geometry</u> <u>1 G Reason with shapes and their attributes.</u>	<u>1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</u>

Progress Indicator: E.GM.1f partitioning shapes into 2, 3, or 4 equal parts and describing the parts (halves, quarters, fourths, thirds)

<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.GM.1f1 Partition circles and rectangles into two equal parts</u>	<u>Geometry</u> <u>1 G Reason with shapes and their attributes.</u>	<u>1.G.A.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares</u>
<u>Explanations and clarifications:</u>		

<u>Progress Indicator: E.ME.1a recognizing, identifying, and describing the measurable attributes of objects</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.ME.1a2 Identify minutes and hours on a digital clock</u>	<u>Measurement and Data</u> <u>1 MD Tell and write time.</u>	<u>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</u>
<u>Progress Indicator: E.ME.1b comparing and ordering objects/events according to their specified attributes (using standard or non-standard units of measure), including indirectly by using a third object, or using common referents to estimate or compare</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.ME.1b3 Order up to 3 objects based on a measurable attribute (height, weight, length)</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by iterating length units.</u>	<u>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</u>
<u>1.ME.1b4 Compare the lengths of two objects indirectly by using a third object</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by</u>	<u>1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.</u>

	<u>iterating length units.</u>	
<u>Progress Indicator: E.ME.1c recognizing that the smaller the unit, the more units are needed to measure an object, and that units can be decomposed/ partitioned into smaller units</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.ME.1c1 Compare 2 units of measurement and identify which unit would require more or less when measuring a selected object (e.g., Measure with paper clips or markers? Which unit will require more to measure the table?)</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by iterating length units.</u>	<u>1.MD.A.2 Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></u>

<u>Progress Indicator: E.ME.2a applying non-standard and common standard units to measure (length, height, weight, time)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.ME.2a1 Measure using copies of one object to measure another</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by iterating length units.</u>	<u>1.MD.A.2 Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object (the length unit) end to end; understand that the lengths measurement of an object is the number of same size length units that span it with no gaps or overlaps. <i>Limit to context where the object being measure is spanned by a whole number of length units with no gaps or overlaps.</i></u>
<u>1.ME.2a2 Use time to sequence up to 3 events, using a digital or analog clock</u>	<u>Measurement and Data</u> <u>1 MD Tell and write time.</u>	<u>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</u>
<u>Progress Indicator: E.ME.2b selecting tools and using units of measures appropriately and consistently, with no gaps or</u>		

<u>overlaps in the technique of measuring</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.ME.2b1 Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object end to end</u>	<u>Measurement and Data</u> <u>1 MD Measure lengths indirectly and by iterating length units.</u>	<u>1.MD.A.2 Express length of an object as a whole number of lengths unit by laying multiple copies of a shorter object (the length unit) end to end; understand that the lengths measurement of an object is the number of same size length units that span it with no gaps or overlaps. <i>Limit to context where the object being measure is spanned by a whole number of length units with no gaps or overlaps.</i></u>
<u>Progress Indicator: E.ME2c recognizing situations that require precision and those where an estimation or proportional matching is appropriate</u>		
<u>No CCCs developed for this PI</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.ME2d describing a unit as an amount/quantity (rather than an object or a mark on a scale)</u>		
<u>No CCCs developed for this PI</u>		<u>No CCRA linked</u>

<u>Progress Indicator: E.NO.1a showing mastery of the prerequisite core skills of cardinality, constancy, and 1:1 correspondence</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.1a5 Rote count up to 31</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.1 Count to 100 by ones and by tens.</u>
<u>1.NO.1a6 Rote count up to 100</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u> <u>1 NBT Extend the counting sequence.</u>	<u>K.CC.A.1 Count to 100 by ones and by tens.</u> <u>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number</u>

		<u>of objects with a written numeral.</u>
<u>1.NO.1a7 Count forward beginning from any given number below 10</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</u>
<u>1.NO.1a8 Count up to 31 objects in a line, rectangle, or array</u>	<u>Counting and Cardinality</u> <u>K CC Count to tell the number of objects.</u>	<u>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</u> <u>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</u> <u>K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</u>
<u>Progress Indicator: E.NO.1b developing an understanding of number and principles of quantity (e.g., hold up 5 fingers at once to show 5, locate things in 2s without counting; using number words to indicate small exact numbers or relative change in quantity - more, small)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.1b3 Compare 2 sets and identify the set that is either greater than or less than the other set</u>	<u>Counting and Cardinality</u> <u>K CC Compare numbers.</u>	<u>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</u>
<u>Progress Indicator: E.NO.1c developing number line skills (linear representations) using 0 to 20, and later 0 to 100</u>		

<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.1c1 Use a number line to count up to 31 objects by matching 1 object per number</u>	<u>Counting and Cardinality</u> <u>K CC Count to tell the number of objects.</u>	<u>K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.</u> <u>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</u>
<u>Progress Indicator: E.NO.1d identifying numbers (names, symbols, quantity) and the count sequence</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.1d3 Identify numerals 0-31</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Written numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)</u>
<u>1.NO.1d4 Identify the numeral up to 31 when presented the name</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Written numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)</u>
<u>Progress Indicator: E.NO.1e reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.1e2 Write or select the numerals 0-31</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the count sequence.</u>	<u>K.CC.A.3 Written numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects.)</u>
<u>Progress Indicator: NO.1f representing, ordering, and comparing whole numbers</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.1f2 Order up to 3 sets that have up</u>	<u>Counting and Cardinality</u>	<u>K.CC.C.6 Identify whether the number of</u>

<u>to 10 objects in each set</u>	<u>K CC Compare numbers.</u>	<u>objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</u>
<u>1.NO.1f3 Order up to 3 sets with up to 20 objects in each set</u>	<u>Counting and Cardinality</u> <u>K CC Compare numbers.</u>	<u>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</u>
<u>1.NO.1f4 Order up to 3 numbers up to 31</u>	<u>Counting and Cardinality</u> <u>K CC Compare numbers.</u>	<u>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</u>
<u>1.NO.1f5 Identify the smaller or larger number given 2 numbers between 0-31</u>	<u>Counting and Cardinality</u> <u>K CC Compare numbers.</u>	<u>K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.</u>
<u>Progress Indicator: E.NO.1h applying place value understanding to compare and order numbers, express number relationships (<, >, =), and express numbers in expanded form</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.1h1 Build representations of numbers up to 19 by creating a group of 10 and some 1s (e.g., 13 = one 10 and three 1s)</u>	<u>Number and Operations in Base Ten</u> <u>K NBT Work with numbers 11-19 to gain foundations for place value.</u> <u>1 NBT Understand place value.</u>	<u>K.NBT.A.1 Compose and decompose numbers from 11 to 19 into tens ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</u> <u>1.NBT.B.2 Understand that the two digits</u>

		<u>of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</u> <u>b) The numbers from 11 to 19 are composed of a ten and one, two, three four, five, six, seven, eight, or nine ones.</u>
<u>1.NO.1h2 Identify the value of the numbers in the tens and ones place within a given number up to 31</u>	<u>Number and Operations in Base Ten</u> <u>1 NBT Understand place value.</u>	<u>1.NBT.B.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</u> <u>a) 10 can be thought of as a bundle of ten ones – called a "ten".</u> <u>b) The numbers from 11 to 19 are composed of a ten and one, two, three four, five, six seven, eight, or nine ones.</u>
<u>1.NO.1h3 Compare two digit numbers up to 31 using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number)</u>	<u>Number and Operations in Base Ten</u> <u>1 NBT Understand place value.</u>	<u>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</u>
<u>Progress Indicator: E.NO.1i recognizing zero as an additive identity, origin for the number line, and representing no units as a quantity or in place value</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.1i1 Recognize zero as representing none or no objects</u>	<u>Counting and Cardinality</u> <u>K CC Know number names and the counts sequence.</u>	<u>K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</u>
<u>1.NO.1i2 Recognize zero as an additive</u>	<u>Operations and Algebraic Thinking</u>	<u>1.OA.B.3 Apply properties of operations</u>

<u>identity</u>	<u>1 OA Understand and apply properties of operations and the relationship between addition and subtraction.</u>	<u>as strategies to add and subtract.</u> <u>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</u>
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<u>Progress Indicator: E.NO.2a representing addition and subtraction in multiple ways (composing/ decomposing numbers, diagrams, using objects, arrays, equations, number lines), including regrouping</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.2a4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record or select the answer</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation</u>
<u>1.NO.2a5 Count 2 sets to find sums up to 10</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</u> <u>K.OA.A.5 Fluently add and subtract within 5.</u>
<u>1.NO.2a6 Count 2 sets to find sums up to 20</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Add and subtract within 20.</u>	<u>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</u> <u>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a</u>

		<u>number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</u>
<u>1.NO.2a7 Decompose a set of up to 10 objects into a group; count the quantity in each group</u>	<u>Operations and Algebraic Thinking</u> <u>K OA Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</u>	<u>K.OA.A.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</u> <u>K.OA.A.5 Fluently add and subtract within 5.</u>
<u>1.NO.2a8 Decompose a set of up to 20 objects into a group; count the quantity in each group</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Add and subtract within 20.</u>	<u>1.OA.C.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).</u> <u>1.OA.C.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating</u>

		<u>the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</u>
<u>1.NO.2a9 Use manipulatives or representations to write simple addition or subtraction equations within 20 based upon a word problem</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>
<u>1.NO.2a10 Use data presented in graphs (i.e., pictorial, object) to solve one step "how many more" or "how many less" word problems</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>
<u>1.NO.2a11 Solve word problems within 20</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u> <u>1.OA.A.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to</u>

		<u>represent the problem.</u>
<u>Progress Indicator: E.NO.2c working flexibly with common addition and subtraction situations</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.NO.2c1 Identify and apply addition and equal signs</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Work with addition and subtraction equations.</u>	<u>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</u>

<u>Progress Indicator: E.NO.3a exploring and explaining answers to questions, such as "Does this answer make sense?"</u>			
<u>Core Content Connectors: K- 1 -2</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: <i>Standards for Mathematical Practice</i>¹</u>	
<u>1-2.NO.3a1 Identify the problem within a word problem (e.g., "Bill had two apples. Sam gave Bill two more apples. How many apples does Bill have now?" – student underlines "How many apples does Bill have now?"</u>	<u>1.OA Represent and solve problems involving addition and subtraction</u>	<u>CCRA.Math.Practice.MP1</u> <u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to</u>	<u>CCRA.Math.Practice.MP5</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>1-2.NO.3a2 Make sense of and solve story word problems</u>	<u>2.OA Represent and solve problems involving addition and subtraction</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>1-2.NO.3a3 Use a given strategy to check solutions (e.g., use addition to check an answer to a subtraction problem)</u>	<u>2.NBT Use place value understanding and properties of operations to add and subtract</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>Progress Indicators: E.NO.3b constructing arguments using concrete referents such as objects, diagrams, tables, actions (e.g., clapping, movement) and estimating</u>			
<u>Core Content Connectors: K- 1 -2</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: <i>Standards for Mathematical Practice</i> (p. 6-8 in <i>Mathematics document</i>)</u>	
<u>1-2.NO.3b1 Use an appropriate tool to help solve a given problem (e.g., use a ruler to measure in inches)</u>	<u>2.MD Measure and estimate lengths in standard units</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>1-2.NO.3b2 Use a strategy, rule, or identified characteristic to solve a given routine or non-routine problem (e.g., sort given</u>	<u>1G Reason with shapes and their attributes</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

<u>shapes based upon the rule that triangles have three corners; inches are smaller units than feet so use inches to measure smaller items such as a pencil)</u>		<u>reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
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<u>Progress Indicator: E.PRF.1b exploring and describing how addition or subtraction changes a quantity</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.1b3 Using objects or pictures respond appropriately to "add " and "take away "</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>
<u>Progress Indicator: E.PRF.1c modeling problem solving situations that involve addition and subtraction of whole numbers using objects, diagrams, and symbols</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.1c2 Solve one step addition and subtraction word problems where the change or result is unknown ($4 + _ = 7$) or ($4 + 3 = _$), within 20 using objects,</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and</u>

<u>drawings, pictures</u>		<u>comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u>
<u>Explanations and clarifications:</u>		

<u>Progress Indicator: E.PRF.2a recognizing, describing, and extending simple repeating (ABAB) and growing (A+1, A+2, A+3) patterns (e.g., colors, sounds, words, shapes, numeric – counting, odd, even)</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.2a4 Use a number line to extend the numerical patterns that grow at a constant rate (2, 4, 6, 8)</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.PRF.2b creating and explaining repeating and growing patterns using objects or numbers</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.2b2 Create a growing pattern using numbers or objects</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.PRF.2c extending and analyzing simple numeric patterns with rules that involve addition and subtraction</u>		
<u>Core Content Connectors: 1</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>1.PRF.2c1 Identify the rule of a given arithmetic pattern</u>		<u>No CCRA linked</u>

Mathematics | Grade 2 | Overview

Operations and Algebraic Thinking (OA)
<ul style="list-style-type: none"> Represent and solve problems involving addition and subtraction. Work with equal groups of objects to gain foundations for multiplication. Add and subtract within 20.
Number and operations in Base Ten (NBT)
<ul style="list-style-type: none"> Understand place value. Use place value understanding and properties of operations to add and subtract..
Measurement and Data (MD)
<ul style="list-style-type: none"> Measure and estimate lengths in standard units. Relate addition and subtraction to length. Work with time and money. Represent and interpret data.
Geometry (G)
<ul style="list-style-type: none"> Reason with shapes and their attributes.

Progress Indicator: E.DPS.1a posing questions of interest that can be answered by counting or collecting data (e.g., concrete comparisons about students, classroom materials, science topics) with teacher guidance		
Core Content Connectors: 2	CCRA Domain/Cluster	Idaho Content Standard
<u>2.DPS.1a5 Select a question about 3 attributes that can be concretely represented</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</u>
<u>2.DPS.1a6 Identify up to 3 categories resulting from a selected question</u>	<u>Measurement and Data</u> <u>1 MD Represent and interpret data.</u>	<u>1.MD.C.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each</u>

		<u>category, and how many more or less are in one category than in another.</u>
<u>2.DPS.1a7 Analyze data by sorting into categories established by each question</u>	<u>Measurement and Data</u> <u>2 MD Represent and interpret data.</u>	<u>2.MD.D.10 Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</u>
<u>2.DPS.1a8 Interpret the number of points in each category</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.DPS.1c collecting and organizing/representing data (e.g., picture graphs, tally charts, bar graphs)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.DPS.1c2 Organize data by representing categorical data on a pictorial graph or bar graph</u>	<u>Measurement and Data</u> <u>2 MD Represent and interpret data.</u>	<u>2.MD.D.10 Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph.</u>
<u>2.DPS.1c3 Organize data by representing continuous data on a line plot</u>	<u>Measurement and Data</u> <u>2 MD Represent and interpret data.</u>	<u>2.MD.D.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.</u>
<u>Progress Indicator: E.DPS.1d recognizing that data can take on different values</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.DPS.1d2 Identify the value of each category represented on picture graph and bar graph or each point on a line plot</u>	<u>Measurement and Data</u> <u>2 MD Represent and interpret data.</u>	<u>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take apart, and compare problems using information</u>

		<u>presented in a bar graph.</u>
<u>Progress Indicator: E.DPS.1e describing and comparing data and beginning to identify what the data do or do not show (e.g., bar graphs, line plots, picture graphs)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.DPS.1e2 Compare the information shown in a bar graph or picture graph with up to 4 categories. Solve simple comparisons of how many more or how many less</u>	<u>Measurement and Data</u> <u>2 MD Represent and interpret data.</u>	<u>2.MD.D.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take apart, and compare problems using information presented in a bar graph.</u>

<u>Progress Indicator: E.GM.1a recognizing, describing (using spatial language) and naming shapes regardless of orientation or size and locating shapes in the environment</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.GM.1a4 Identify two-dimensional shapes such as rhombus, pentagons, hexagons, octagon, ovals, equilateral, isosceles, and scalene triangles</u>	<u>Geometry</u> <u>2 G Reason with shapes and their attributes.</u>	<u>2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</u>
<u>Progress Indicator: E.GM.1b analyzing and comparing two- (and later) three-dimensional shapes using informal language (e.g., flat, solid, corners) to describe their differences and similarities, as well as their component parts (number of sides, vertices) and other attributes (e.g., sides of equal length)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.GM.1b3 Distinguish two- or three-dimensional shapes based upon their attributes (i.e., # of sides, equal or different lengths of sides, # of faces, # of corners)</u>	<u>Geometry</u> <u>2 G Reason with shapes and their attributes.</u>	<u>2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</u>
<u>Progress Indicator: E.GM.1d composing three-dimensional shapes, using concrete models/materials (cubes, prisms, cones, and</u>		

<u>cylinders)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.GM.1d1 Compose three- dimensional shapes</u>	<u>Geometry</u> <u>1 G Reason with shapes and their attributes.</u>	<u>1.G.A.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</u>
<u>Progress Indicator: E.GM.1e drawing and identifying shapes with specific attributes (e.g., number of sides or equal angles) not determined by direct measuring</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.GM.1e1 Draw two- dimensional shapes with specific attributes</u>	<u>Geometry</u> <u>2 G Reason with shapes and their attributes.</u>	<u>2.G.A.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</u>
<u>Progress Indicator: E.GM.1f partitioning shapes into 2, 3, or 4 equal parts and describing the parts (halves, quarters, fourths, thirds)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.GM.1f2 Partition circles and rectangles into 2 and 4 equal parts</u>	<u>Geometry</u> <u>2 G Reason with shapes and their attributes.</u>	<u>2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</u>
<u>2.GM.1f3 Label a partitioned shape</u>	<u>Geometry</u>	<u>2.G.A.3 Partition circles and rectangles into</u>

<u>(e.g., one whole rectangle was separated into 2 halves, one whole circle was separated into three thirds)</u>	<u>2 G Reason with shapes and their attributes.</u>	<u>two, three, or four equal shares, describe the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</u>
<u>Explanations and clarifications:</u> The following Progress Indicator was not included due to complexity, no CCRA are linked to this Progress Indicator: E.GM.1g using spatial language to describe and name more complex or atypical shapes based on their defining characteristics.		

<u>Progress Indicator: E.ME.1a recognizing, identifying, and describing the measurable attributes of objects</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.ME.1a3 Select appropriate tool and unit of measurement to measure an object (ruler or yard stick; inches or feet)</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</u>
<u>2.ME.1a4 Solve word problems using dollar bills, quarters, dimes, nickles, or pennies</u>	<u>Measurement and Data</u> <u>2 MD Work with time and money.</u>	<u>2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i></u>
<u>2.ME.1a5 Tell time to the nearest ½ hour using digital clocks</u>	<u>Measurement and Data</u> <u>1 MD Tell and write time.</u>	<u>1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.</u>
<u>Progress Indicator: E.ME.1b comparing and ordering objects/events according to their specified attributes (using standard or non-standard units of measure), including indirectly by using a third object, or using common referents to estimate or compare</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>2.ME.1b5 Solve word problems involving the difference in standard length units</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</u>
<u>Progress Indicator: E.ME.1c recognizing that the smaller the unit, the more units are needed to measure an object; and that units can be decomposed/partitioned into smaller units</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.ME.1c2 Measure the attributes (length, width, height) of an object using 2 different size units</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</u>
<u>2.ME.1c3 Recognize that standard measurement units can be decomposed into smaller units</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.</u>

<u>Progress Indicator: E.ME.2a applying non-standard and common standard units to measure (length, height, weight, time)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.ME.2a3 Estimate the length of an object using units of feet and inches</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.3 Estimate lengths using units of inches, feet, centimeters, and meters.</u>
<u>2.ME.2a4 Solve one step subtraction problems involving the difference of the lengths of 2 objects in standard length units</u>	<u>Measurement and Data</u> <u>2 MD Measure and estimate lengths in standard units.</u>	<u>2.MD.A.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</u>
<u>Progress Indicator: E.ME.2b selecting tools and using units of measures appropriately and consistently, with no gaps or overlaps in the technique of measuring</u>		

<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.ME.2b2 Select appropriate tools and demonstrate or identify appropriate measuring techniques</u>	<u>Measurement and Data</u> 2 MD Measure and estimate lengths in standard units.	<u>2.MD.A.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</u>
<u>Progress Indicator: E.ME2c recognizing situations that require precision and those where an estimation or proportional matching is appropriate</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.ME.2c1 Determine whether a situation calls for a precise measurement or an estimation</u>		
<u>Progress Indicator: E.ME2d describing a unit as an amount/quantity (rather than an object or a mark on a scale)</u>		
<u>No CCCs developed for this PI</u>		<u>No CCRA linked</u>

<u>Progress Indicator: E.NO.1a showing mastery of the prerequisite core skills of cardinality, constancy, and 1:1 correspondence</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1a9 Rote count up to 100</u>	<u>Counting and Cardinality</u> K CC Know number names and the counts sequence. <u>Number and Operations in Base Ten</u> 1 NBT Extend the counting sequence.	<u>K.CC.A.1 Count to 100 by ones and by tens.</u> <u>1.NBT.A.1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</u>
<u>Progress Indicator: E.NO.1d identifying numbers (names, symbols, quantity) and the count sequence</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1d5 Identify numerals 0-100</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>

<u>2.NO.1d6 Identify the numeral between 0 and 100 when presented the name</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
Progress Indicator: E.NO.1e reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1e3 Write or select the numerals 0-100</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
<u>2.NO.1e4 Skip count by 5s</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.2 Count within 1000: skip-count by 5s, 10s, and 100s.</u>
<u>2.NO.1e5 Skip count by 10s</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.2 Count within 1000: skip-count by 5s, 10s, and 100s.</u>
<u>2.NO.1e6 Skip count by 100s</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.B.2 Count within 1000: skip-count by 5s, 10s, and 100s.</u>
<u>2.NO.1e7 Identify numbers as odd or even</u>	<u>Operations and Algebraic Thinking</u> 2 OA Work with equal groups of objects to gain foundation for multiplication.	<u>2.OA.C.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g.; by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</u>
<u>2.NO.1e8 Mentally add or subtract 10 from a given set from the 10s family (e.g., what is 10 more than 50? What is 10 less than 70?)1.NBT.C.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to</u>	<u>Number and Operations in Base Ten</u> 2 NBT Use place value understanding and properties of operations to add and subtract.	<u>2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</u>

<u>2.NO.1e9 Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?)</u>	<u>Number and Operations in Base Ten</u> 2 NBT Use place value understanding and properties of operations to add and subtract.	<u>2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</u>
<u>Progress Indicator: NO.1f representing, ordering, and comparing whole numbers</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1f6 Compare (greater than, less than, equal to) 2 numbers up to 100</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</u>
<u>Progress Indicator: E.NO.1h applying place value understanding to compare and order numbers, express number relationships ($<$, $>$, $=$), and express numbers in expanded form</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1h4 Build representations of 3 digit numbers using tens and ones</u>	<u>Number and Operations in Base Ten</u> 1 NBT; 2 NBT Understand place value.	<u>1.NBT.B.2b Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:</u> <u>b) The numbers from 11 to 19 are composed of a ten and one, two, three four, five, six, seven, eight, or nine ones.</u> <u>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</u> <u>a) 100 can be thought of as a bundle of ten</u>

		<u>tens – called a "hundred."</u> <u>b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</u>
<u>2.NO.1h5 Build representations of 3 digit numbers using hundreds, tens and ones</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Understand place value.</u>	<u>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</u> <u>a) 100 can be thought of as a bundle of ten tens – called a "hundred."</u> <u>b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</u>
<u>2.NO.1h6 Compare 2 digit numbers using representations and numbers (e.g., identify more tens, less tens, more ones, less ones, larger number, smaller number)</u>	<u>Number and Operations in Base Ten</u> <u>1 NBT; 2.NBT Understand place value.</u>	<u>1.NBT.B.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, $<$.</u> <u>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</u>
<u>2.NO.1h7 Compare 3 digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds,</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Understand place value.</u>	<u>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$,</u>

<u>more tens, less tens, more ones, less ones, larger number, smaller number)</u>		<u>and < symbols to record the results of comparisons.</u>
<u>2.NO.1h8 Write or select expanded form for any 2 digit number</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
<u>2.NO.1h9 Write or select expanded form for any 3 digit number</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
<u>Progress Indicator: E.NO.1i recognizing zero as an additive identity, origin for the number line, and representing no units as a quantity or in place value</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.1i3 Explain what the zero represents in place value (hundreds, tens, ones) in a number</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>

<u>Progress Indicator: E.NO.2a representing addition and subtraction in multiple ways (composing/ decomposing numbers, diagrams, using objects, arrays, equations, number lines), including regrouping</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.2a12 Model addition and subtraction with base 10 blocks within 20</u>	<u>Number and Operations in Base Ten</u> 2 NBT Use place value understanding and properties of operations to add and subtract.	<u>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</u>
<u>2.NO.2a13 Model addition and subtraction with base 10 blocks within 50</u>	<u>Number and Operations in Base Ten</u> 2 NBT Use place value understanding and properties of operations to add and subtract.	<u>2.NBT.B.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</u>
<u>2.NO.2a14 Model addition and</u>	<u>Number and Operations in Base Ten</u>	<u>2.NBT.B.5 Fluently add and subtract within</u>

<u>subtraction with base 10 blocks within 100</u>	<u>2 NBT Use place value understanding and properties of operations to add and subtract.</u>	<u>100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</u>
<u>2.NO.2a15 Remove objects from a set in a subtraction situation to find the amount remaining up to a minuend of 20</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Represent and solve problems involving addition and subtraction.</u>	<u>1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</u> <u>1.OA.B.4 Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</u>
<u>2.NO.2a16 Solve word problems within 20</u>	<u>Number and Operations in Base Ten</u> <u>2 OA Represent and solve problems involving addition and subtraction.</u>	<u>2.OA.A.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions</u>
<u>2.NO.2a17 Solve word problems within 100</u>	<u>Operations and Algebraic Thinking</u> <u>2 OA Represent and solve problems involving addition and subtraction.</u>	<u>2.OA.A.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions</u>
<u>2.NO.2a18 Use diagrams and number lines to solve addition or subtraction problems</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Use place value understanding and</u>	<u>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties</u>

	<u>properties of operations to add and subtract.</u>	<u>of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</u> <u>2.MD.B.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</u>
<u>2.NO.2a19 Combine up to 3 sets of 20 or less</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Use place value understanding and properties of operations to add and subtract.</u>	<u>2.NBT.B.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.</u>
<u>Progress Indicator: E.NO.2b explaining or modeling the relationship between addition and subtraction</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.2b1 Use commutative properties to solve addition problems with sums up to 20 (e.g., $3 + 8 = 11$ therefore $8 + 3 = \underline{\quad}$)</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Understand and apply properties of operations and the relationship between addition and subtraction.</u>	<u>1.OA.B.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i></u>
<u>2.NO.2b2 Use associative property to solve addition problems with sums up to 20</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Understand and apply properties of</u>	<u>1.OA.B.3 Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is</i></u>

	<u>operations and the relationship between addition and subtraction.</u>	<u>also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</u>
<u>Progress Indicator: E.NO.2c working flexibly with common addition and subtraction situations</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.NO.2c2 Identify and apply addition, subtraction, and equal signs</u>	<u>Number and Operations in Base Ten</u> <u>1 OA Work with addition and subtraction equations.</u>	<u>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</u>
<u>2.NO.2c3 Compose ones into tens and/or tens into hundreds in addition situation</u>	<u>Number and Operations in Base Ten</u> <u>1 NBT; 2 NBT Use place value understanding and properties of operations to add and subtract.</u>	<u>1.NBT.C.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</u> <u>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship</u>

		<u>between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</u>
<u>2.NO.2c4 Decompose tens into ones and/or hundreds into tens in subtraction situations</u>	<u>Number and Operations in Base Ten</u> <u>1 NBT; 2 NBT Use place value understanding and properties of operations to add and subtract.</u>	<u>1.NBT.C.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</u> <u>2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.</u>

<u>Progress Indicator: E.NO.3a exploring and explaining answers to questions, such as "Does this answer make sense?"</u>			
<u>Core Content Connectors: K- 1 -2</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice¹</u>	
<u>1-2.NO.3a1 Identify the problem within a word problem (e.g., "Bill had two apples. Sam gave Bill two more apples. How many apples does Bill have now?" – student underlines "How many apples does Bill have now?"</u>	<u>1.OA Represent and solve problems involving addition and subtraction</u>	<u>CCRA.Math.Practice.MP1</u> <u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>CCRA.Math.Practice.MP5</u> <u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>1-2.NO.3a2 Make sense of and solve story word problems</u>	<u>2.OA Represent and solve problems involving addition and subtraction</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>1-2.NO.3a3 Use a given strategy to check solutions (e.g., use addition to check an answer to a subtraction problem)</u>	<u>2.NBT Use place value understanding and properties of operations to add and subtract</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>Progress Indicators: E.NO.3b constructing arguments using concrete referents such as objects, diagrams, tables, actions (e.g., clapping, movement) and estimating</u>			
<u>Core Content Connectors: K- 1 -2</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: <i>Standards for Mathematical Practice</i> (p. 6-8 in <i>Mathematics document</i>)</u>	
<u>1-2.NO.3b1 Use an appropriate tool to help solve a given problem (e.g., use a ruler to measure in inches)</u>	<u>2.MD Measure and estimate lengths in standard units</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated</u>

		<u>arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>reasoning.</u>
<u>1-2.NO.3b2 Use a strategy, rule, or identified characteristic to solve a given routine or non-routine problem (e.g., sort given shapes based upon the rule that triangles have three corners; inches are smaller units than feet so use inches to measure smaller items such as a pencil)</u>	<u>1G Reason with shapes and their attributes</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

<u>Progress Indicator: E.PRF.1c modeling problem solving situations that involve addition and subtraction of whole numbers using objects, diagrams, and symbols</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.PRF.1c3 Solve one or two step addition and subtraction problems, and add and subtract within 100, using objects, drawings, pictures</u>	<u>Operations and Algebraic Thinking</u> 2 OA Represent and solve problems involving addition and subtraction.	2.OA.A.1 Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
<u>2.PRF.1c4 Use pictures, drawings or objects to represent the steps of a problem</u>	<u>Operations and Algebraic Thinking</u> 2 OA Represent and solve problems involving addition and subtraction.	2.OA.A.1 Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
<u>2.PRF.1c5 Write or select an equation representing the problem and its solution</u>	<u>Operations and Algebraic Thinking</u> 2 OA Represent and solve problems involving addition and subtraction.	2.OA.A.1 Use addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

<u>Progress Indicator: E.PRF.2a recognizing, describing, and extending simple repeating (ABAB) and growing (A+1, A+2, A+3) patterns (e.g., colors, sounds, words, shapes, numeric – counting, odd, even)</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.PRF.2a6 Use a number line to extend the numerical patterns that grow at a constant rate (2, 4, 6, 8)</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.PRF.2b creating and explaining repeating and growing patterns using objects or numbers</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.PRF.2b3 Use a number line to extend arithmetic patterns that are decreasing</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.PRF.2c extending and analyzing simple numeric patterns with rules that involve addition and subtraction</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.PRF.2c2 Identify the rule of arithmetic patterns that are increasing</u>		<u>No CCRA linked</u>
<u>2.PRF.2c3 Identify the rule of arithmetic patterns that are decreasing</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.SE.1c using symbols (=, >, <) to compare whole number quantities, write equations, and determine if equations are true</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.SE.1c1 Compare sets and use appropriate symbol to label the first as =, <, or > the second set</u>	<u>Counting and Cardinality</u> <u>K CC Compare numbers.</u>	<u>K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</u>
<u>2.SE.1c2 Label simple equations as = or with the phrase not equal</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Work with addition and subtraction</u>	<u>1.OA.D.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true</u>

	<u>equations.</u>	<u>or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</u>
<u>Progress Indicator: E.SE.1d representing addition and subtraction in multiple formats, including expressions</u>		
<u>Core Content Connectors: 2</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>2.SE.1d1 Represent addition of 2 sets when shown the + symbol</u>	<u>Operations and Algebraic Thinking</u> <u>2 OA Represent and solve problems involving addition and subtraction.</u>	<u>2.OA.A.1 Use addition and subtraction within 100 to solve one-and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</u>
<u>2.SE.1d2 Represent a "taking away" situation with the – symbol</u>	<u>Operations and Algebraic Thinking</u> <u>1 OA Work with addition and subtraction equations.</u>	<u>1.OA.D.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \underline{\quad} - 3$, $6 + 6 = \underline{\quad}$.</u>

Mathematics | Grade 3 | Overview

<u>Operations and Algebraic Thinking (OA)</u>
<ul style="list-style-type: none"> • <u>Represent and solve problems involving multiplication and division.</u> • <u>Understand properties of multiplication and the relationship between multiplication and division.</u> • <u>Multiply and divide within 100.</u> • <u>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</u>
<u>Number and operations in Base Ten (NBT)</u>
<ul style="list-style-type: none"> • <u>Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>
<u>Number and operations - Fractions (NF)</u>
<ul style="list-style-type: none"> • <u>Develop understanding of fractions as numbers.</u>
<u>Measurement and Data (MD)</u>
<ul style="list-style-type: none"> • <u>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</u> • <u>Represent and interpret data.</u> • <u>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</u> • <u>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</u>
<u>Geometry (G)</u>
<ul style="list-style-type: none"> • <u>Reason with shapes and their attributes.</u>

<u>Progress Indicator: E.DPS.1f formulating questions and designing investigations (defining measures and variables)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.DPS.1f1 Develop questions, make a plan for data collection</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.DPS.1g collecting data and representing data (e.g., bar graphs, frequency tables, line plots)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.DPS.1g1 Collect data, organize into picture or bar graph</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information</u>

		<u>presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</u>
<u>3.DPS.1g2 Organize measurement data into a line plot</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.</u>
<u>Progress Indicator: E.DPS.1i describing data shapes and what the data representations do and do not show (bar graphs, picture graphs, frequency tables, line plots, circle graphs) including the attributes used</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.DPS.1i1 Select the appropriate statement that describes the data representations based on a given graph (picture, bar, line plots)</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</u>
<u>Progress Indicator: E.DPS.1k using data to make and support claims and interpretations (e.g., making comparisons among individuals, between individuals and the group, and among groups)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.DPS.1k1 Apply results of data to a real world situation</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.GM.1h describing, analyzing, comparing, and classifying two-dimensional figures (triangles, quadrilaterals) using shared attributes</u>		

<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.GM.1h1 Identify shared attributes of shapes</u>	<u>Geometry</u> <u>3 G Reason with shapes and their attributes.</u>	<u>3.G.A.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having 4 sides) and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals that do not belong to any of these subcategories.</u>
<u>Progress Indicator: E.GM.1i partitioning shapes into equal parts with equal areas and recognizing that each part is a unit fraction of the whole</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.GM.1i1 Partition rectangles into equal parts with equal area</u>	<u>Geometry</u> <u>3 G Reason with shapes and their attributes.</u>	<u>3.G.A.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</i></u>
<u>Explanations and clarifications: CCRA not addressed</u>		

<u>Progress Indicator: E.ME.1a recognizing, identifying, and describing the measurable attributes of objects</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.ME.1a1 Tell time to the nearest 5 minutes using a digital clock</u>	<u>Measurement and Data</u> <u>2 MD Work with time and money.</u>	<u>2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</u>
<u>3.ME.1a2 Solve word problems involving the addition and subtraction of time intervals of whole hours or within an hour (e.g., whole hours: 5:00 to 8:00,</u>	<u>Measurement and Data</u> <u>3 MD Solve problems involving measurement and estimation of intervals of</u>	<u>3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals</u>

<u>within hours: 7:15 to 7:45)</u>	<u>time, liquid volumes, and masses of objects.</u>	<u>in minutes, e.g., by representing the problem on a number line diagram.</u>
<u>Progress Indicator: E.ME.1d describing and demonstrating: unit attributes, iterating, tiling, identical units, number line intervals, standardization, proportionality, additivity, and origin</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.ME.1d1 Use tiling and addition to determine area</u>	<u>Measurement and Data</u> <u>3 MD Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</u>	<u>3.MD.C.7a Relate area to the operations of multiplication and addition.</u> <u>a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</u>
<u>3.ME.1d2 Measure area of rectilinear figures by counting squares</u>	<u>Measurement and Data</u> <u>3 MD Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</u>	<u>3.MD.C.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</u>
<u>Progress Indicator: E.ME.1e justifying the need for measuring with standard units as compared to non-standard units</u>		
<u>No CCCs written for this PI</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.ME.1f selecting the appropriate unit for measuring a given attribute (length, area, mass, liquid volume, size of angle), recognizing that a unit must have the same attributes as the object (e.g., unit of length must measure an object that has length)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.ME.1f1 Select appropriate units for measurement (liquid volume, area, time, money)</u>	<u>Measurement and Data</u> <u>3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</u>	<u>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings</u>

		(such as a beaker with a measurement scale) to represent the problem.
<u>3.ME.1f2 Add to solve 1 step word problems</u>	<u>Measurement and Data</u> 3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	<u>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</u>
<u>Progress Indicator: E.ME.1g exploring what happens to 2-dimensional measurements (perimeter or area) when the dimensions of the figure are changed</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.ME.1g1 Identify a figure as getting larger or smaller when the dimensions of the figure change</u>	<u>Measurement and Data</u> 3 MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	<u>3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</u>
<u>Progress Indicator: E.ME.2e selecting and applying appropriate customary or metric units and tools to measure or estimate (liquid volume, mass, perimeter, area, time, and angles)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.ME.2e1 Select appropriate tool for measurement: liquid volume, area, time, money</u>	<u>Measurement and Data</u> 3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	<u>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems</u>

		<u>involving masses or volumes that are given in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.</u>
<u>3.ME.2e2 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</u>
<u>3.ME.2e3 Measure to solve problems using number lines and ruler to 1 inch, $\frac{1}{2}$ inch, or $\frac{1}{4}$ of an inch</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</u>
<u>Progress Indicator: E.ME.2h using a variety of strategies (decomposing complex shapes, using counting strategies, arrays, formulas) to estimate or measure area and perimeter (including irregular shapes/objects)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.ME.2h1 Use addition to find the perimeter of a rectangle</u>	<u>Measurement and Data</u> <u>3 MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</u>	<u>3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</u>
<u>Progress Indicator: E.ME.2i selecting and using benchmarks to estimate measurements</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>3.ME.2i1 Estimate liquid volume</u>	<u>3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</u>	<u>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.</u>
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<u>Progress Indicator: E.NO.1e reading and writing numbers; counting and estimating (e.g., how many?; skip counting by 2s, 5s, 10s; even/odd)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.1e1 Skip count by 100s</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Understand place value.</u>	<u>2.NBT.A.2 Count within 1000: skip-count by 5s, 10s, and 100s.</u>
<u>3.NO.1e2 Mentally add or subtract 100 from a given set from the 100s family (e.g., what is 100 more than 500? What is 100 less than 700?)</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Use place value understanding and properties of operations to add and subtract.</u>	<u>2.NBT.B.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100 – 900.</u>
<u>Progress Indicator: E.NO.1h applying place value understanding to compare and order numbers, express number relationships (<, >, =), and express numbers in expanded form</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.1h1 Compare 3 digit numbers using representations and numbers (e.g., identify more hundreds, less hundreds, more tens, less tens, more ones, less ones, larger number, smaller number)</u>	<u>Number and Operations in Base Ten</u> <u>2 NBT Understand place value.</u>	<u>2.NBT.A.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.</u>
<u>Progress Indicator: E.NO.1j applying place value concepts to: read, write, and compare whole numbers up to 100,000; use expanded form; and round numbers to a given place</u>		

<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.1j1 Build representations of numbers using hundreds, tens and ones</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones: e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</u> <u>a) 100 can be thought of as a bundle of ten tens – called a "hundred."</u> <u>b) The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</u>
<u>3.NO.1j2 Write or select the expanded form for up to 3 digit number</u>	<u>Number and Operations in Base Ten</u> 2 NBT Understand place value.	<u>2.NBT.A.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.</u>
<u>3.NO.1j3 Use place value to round to the nearest 10 or 100</u>	<u>Number and Operations in Base Ten</u> 3 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.	<u>3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</u>
<u>3.NO.1j4 Use rounding to solve word problems</u>	<u>Number and Operations in Base Ten</u> Use place value understanding and properties of operations to perform multi-digit arithmetic.	<u>3.NBT.A.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</u>
<u>Progress Indicator: E.NO.1l identifying and locating fractions on the number line or as regions, or parts of a set or unit, and recognizing that whole numbers are a subset of rational numbers</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.1l1 Identify the number of</u>	<u>Number and Operations-Fractions</u>	<u>3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the</u>

<u>highlighted parts (numerator) of a given representation (rectangles and circles)</u>	<u>3 NF Develop understanding of fractions as numbers.</u>	<u>quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</u>
<u>3.NO.112 Identify the total number of parts (denominator) of a given representation (rectangles and circles)</u>	<u>Number and Operations-Fractions</u> <u>3 NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</u>
<u>3.NO.113 Identify the fraction that matches the representation (rectangles and circles; halves, fourths, thirds, eighths)</u>	<u>Number and Operations-Fractions</u> <u>3 NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</u>
<u>3.NO.114 Identify that a part of a rectangle can be represented as a fraction that has a value between 0 and 1</u>	<u>Number and Operations-Fractions</u> <u>3 NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.2a and 3.NF.A.2b Understand a fraction as a number on the number line; represent fractions on a number line diagram.</u> <u>a) Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</u> <u>b) Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</u>

<u>3.NO.115 Locate given common unit fractions (i.e., $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$) on a number line or ruler</u>	<u>Number and Operations-Fractions</u> <u>3 NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</u> <u>a) Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line. b) Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.</u>
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<u>Progress Indicator: E.NO.2b explaining or modeling the relationship between addition and subtraction</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.2b1 Use the relationships between addition and subtraction to solve problems</u>	<u>Number and Operations in Base Ten</u> <u>3 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>	<u>3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</u>
<u>Progress Indicator: E.NO.2c working flexibly with common addition and subtraction situations</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.2c1 Solve multi-step addition and subtraction problems up to 100</u>	<u>Number and Operations in Base Ten</u> <u>3 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>	<u>3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</u>

<u>Progress Indicator: E.NO.2d modeling multiplication (equal-sized groups, arrays, area models, equal-sized jumps on number lines, multiplicative comparisons) and division (successive subtraction, partitioning, sharing) of whole numbers</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.2d1 Find the total number of objects when given the number of identical groups and the number of objects in each group neither number larger than 5</u>	<u>Operations and Algebraic Thinking</u> <u>2 OA Work with equal groups of objects to gain foundations for multiplication.</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</u> <u>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</u> <u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</u> <u>2.G.A.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</u>
<u>3.NO.2d2 Find total number inside an array with neither number in the columns or rows larger than 5</u>	<u>Operations and Algebraic Thinking</u> <u>2 OA Work with equal groups of objects to gain foundations for multiplication.</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>2.OA.C.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</u> <u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in</u>

		<i>which a total number of objects can be expressed as 5×7</i>
<u>3.NO.2d3 Solve multiplication problems with neither number greater than 5</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7</u>
<u>3.NO.2d4 Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 5</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</u> <u>3.OA.B.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8</u>
<u>3.NO.2d5 Determine the number of groups given the total number of objects and the number of objects in each group where the number in each group and the number of groups is not greater than 5</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups</u>

		<u>can be expressed as $56 \div 8$.</u> <u>3.OA.B.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</u>
<u>Progress Indicator: E.NO.2e describing relationships between addition-multiplication; multiplication-division; addition-subtraction; why commutative property does not apply to subtraction or division</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.NO.2e1 Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.</u>	<u>3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</u> <u>3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</u>

<u>Progress Indicator: E.NO.3c evaluating the reasonableness of answers using mental computation, arithmetic patterns, and estimation strategies, including rounding to the nearest 10 or 100</u>			
<u>Core Content Connectors: 3-4</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice²</u>	
<u>3-4.NO.3c1 Solve real world problems (e.g., determine</u>	<u>4.OA Use the four operations with whole numbers to solve</u>	<u>Make sense of problems & persevere in solving them.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and</u>

<u>how many nickels needed to be the equivalent of a quarter) by using mental math (such as skip counting by 2s within 20, 5s within 50, 10s within 100)</u>	<u>problems</u>	<u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>3-4.NO.3c2 Evaluate the reasonableness of answers after making computations</u>	<u>3.OA Solve problems involving the 4 operations and identify and explain patterns in arithmetic</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

<p><u>3-4.NO.3c3 Determine the reasonableness of answers using estimation</u></p>	<p><u>3.OA Solve problems involving the 4 operations and identify and explain patterns in arithmetic</u></p>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>
<p><u>3-4.NO.3c4 Determine the reasonableness of answers using arithmetic patterns</u></p>	<p><u>3.OA Solve problems involving the four operations and identify and explain patterns in arithmetic</u></p>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>

		<u>reasoning.</u>	
<u>Progress Indicator: E.NO.3d constructing arguments and explaining reasonableness of outcomes using a variety of concrete supports (e.g., models, diagrams, tables)</u>			
<u>Core Content Connectors: 3-4</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: <i>Standards for Mathematical Practice</i>³</u>	
<u>3-4.NO.3d1 Use modeling or diagrams to construct or select a viable argument for a given problem (e.g., "what is the difference between equilateral, scalene, and isosceles triangles?" and use models of triangles to illustrate correct answer)</u>	<u>3G Reason with shapes and their attributes</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>3-4.NO.3d2 Use models to find equivalencies or solutions</u>	<u>4.NF Extend understanding of fraction equivalence and ordering</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>3-4.NO.3d3 Justify and label solutions as a result of making a comparison (e.g., compare 15 and 25 and label 25 as greater: $15 < 25$)</u>	<u>4NBT Generalize place value understanding for multi-digit whole numbers.</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>3-4.NO.3d4 Explain why a tool or strategy would be used to solve a given problem</u>	<u>3.OA Solve problems involving the four operations, and identify and explain patterns in arithmetic</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	
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<u>Progress Indicator: E.PRF.1d describing and modeling how addition, subtraction, multiplication, or division changes a quantity, including with fractions</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.PRF.1d1 Use objects to model multiplication and division situations involving up to 5 groups with up to 5 objects in each group and interpret the results</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</u> <u>3.OA.A.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</u>
<u>Progress Indicator: E.PRF.1e using representations (tables, graphs, equations) to show how values of one quantity are related to values of another and to draw conclusions</u>		

<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.PRF.1e1 Describe the rule for a numerical pattern (e.g., increase by 2, 5 or 10)</u>	<u>Operations and Algebraic Thinking</u> 3 OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>
<u>3.PRF.1e2 Select or name the 3 next terms in a numerical pattern where numbers increase by 2, 5 or 10</u>	<u>Operations and Algebraic Thinking</u> 3 OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i>
<u>Progress Indicator: E.PRF.1f representing and explaining equivalence concretely, graphically, and symbolically (equations, rules)</u>		
<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.PRF.1f 1 Determine the equivalence between number of minutes and the fraction of the hour (e.g., 30 minutes = $\frac{1}{2}$ hour)</u>	<u>Measurement and Data</u> 3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects.	3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
<u>3.PRF.1f 2 Determine the equivalence between the number of minutes and the number of hours (e.g., 60 minutes = 1 hour)</u>	<u>Measurement and Data</u> 3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects.	3.MD.A.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem

		<u>on a number line diagram.</u>
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Progress Indicator: E.PRF.2d representing and analyzing patterns and rules (e.g., doubling, adding 3) using words, tables, graphs, and models

<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.PRF.2d1 Identify multiplication patterns in a real world setting</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Solve problems involving the four operations, and identify and explain patterns in arithmetic.</u>	<u>3.OA.D.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></u>
<u>3.PRF.2d2 Apply properties of operations as strategies to multiply and divide</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Understand properties of multiplication and the relationship between multiplication and division.</u>	<u>3.OA.B.5 Apply properties of operations as strategies to multiply and divide. <i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></u>

Progress Indicator: E.SE.1g using symbols (=, >, <) to compare whole numbers, fractions, or decimals; write equations; and express inverse or related operations

<u>Core Content Connectors: 3</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>3.SE.1g1 Use =, <, or > to compare 2 fractions with the same numerator or denominator</u>	<u>Number and Operations – Fractions</u> <u>3 NF Develop understanding of fractions as</u>	<u>3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size</u>

	<u>numbers.</u>	<u>d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</u>
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Mathematics | Grade 4 | Overview

Operations and Algebraic Thinking (OA)
<ul style="list-style-type: none"> Use the four operations with whole numbers to solve problems. Gain familiarity with factors and multiples. Generate and analyze patterns.
Number and operations in Base Ten (NBT)
<ul style="list-style-type: none"> Generalize place value understanding for multi-digit whole numbers. Use place value understanding and properties of operations to perform multi-digit arithmetic.
Number and operations - Fractions (NF)
<ul style="list-style-type: none"> Extend understanding of fraction equivalence and ordering. Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. Understand decimal notation for fractions, and compare decimal fractions.
Measurement and Data (MD)
<ul style="list-style-type: none"> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. Represent and interpret data. Geometric measurement: understand concepts of angle and measure angles.
Geometry (G)
<ul style="list-style-type: none"> Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Progress Indicator: E.DPS.1f formulating questions and designing investigations (defining measures and variables)		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
4.DPS.1f2 Develop questions, make a plan for data collection		No CCRA linked
Progress Indicator: E.DPS.1g collecting data and representing data (e.g., bar graphs, frequency tables, line plots)		
Core Content Connectors: 4	CCRA Domain/Cluster	Idaho Content Standard
4.DPS.1g3 Collect data, organize in graph (e.g., picture graph, line plot, bar graph)	Measurement and Data	3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and

	<u>3 MD Represent and interpret data.</u> <u>4 MD Represent and interpret data.</u>	<u>two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</u> <u>4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit. Solve problems involving addition and subtraction of fractions by using information presented in line plots. For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.</u>
<u>Progress Indicator: E.DPS.1i describing data shapes and what the data representations do and do not show (bar graphs, picture graphs, frequency tables, line plots, circle graphs) including the attributes used</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.DPS.1i1 Select the appropriate statement that describes the data representations based on a given graph (picture, bar, line plots)</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</u>
<u>Progress Indicator: E.DPS.1j identifying clumps, gaps, trends, or central tendency (mode, median) in the data</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.DPS.1j1 Select an appropriate</u>	<u>Measurement and Data</u>	<u>3.MD.B.3 Draw a scaled picture graph and</u>

<u>statement that describes the most frequent or the least frequent data point using a line plot, picture graph, or bar graph</u>	<u>3 MD Represent and interpret data.</u>	<u>a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></u> <u>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.</u>
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Progress Indicator: E.DPS.1k using data to make and support claims and interpretations (e.g., making comparisons among individuals, between individuals and the group, and among groups)

<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.DPS.1k2 Apply results of data to a real world situation</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u>	<u>3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.</u>

Progress Indicator: E.GM.1h describing, analyzing, comparing, and classifying two-dimensional figures (triangles, quadrilaterals) using shared attributes

<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.GM.1h2 Classify two-dimensional</u>	<u>Geometry</u>	<u>4.G.A.2 Classify two dimensional figures</u>

<u>shapes based on attributes (# of angles)</u>	<u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right angles as a category, and identify right angles.</u>
<u>Progress Indicator: E.GM.1j recognizing and drawing points, lines, line segments, rays, angles, and perpendicular and parallel lines and identifying these in plane figures</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.GM.1j1 Recognize a point, line and line segment, rays in two-dimensional figures</u>	<u>Geometry</u> <u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>4.G.A.1 Draw points, lines, line segments, rays, angles, perpendicular, and parallel lines. Identify these in two-dimensional figures.</u>
<u>4.GM.1j2 Recognize perpendicular and parallel lines in two-dimensional figures</u>	<u>Geometry</u> <u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>4.G.A.1 Draw points, lines, line segments, rays, angles, perpendicular, and parallel lines. Identify these in two-dimensional figures.</u>
<u>4.GM.1j3 Recognize an angle in two-dimensional figures</u>	<u>Geometry</u> <u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>4.G.A.1 Draw points, lines, line segments, rays, angles, perpendicular, and parallel lines. Identify these in two-dimensional figures.</u>
<u>4.GM.1j4 Categorize angles as right, acute, or obtuse</u>	<u>Geometry</u> <u>4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</u>	<u>4.G.A.2 Classify two dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right angles as a category, and identify right triangles.</u>
<u>Progress Indicator: E.GM.1k recognizing and drawing lines of symmetry in a variety of figures</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>4.GM.1k1 Recognize a line of symmetry in a figure</u>	<u>Geometry</u> 4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	<u>4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts, identify line-symmetric figures and draw lines of symmetry.</u>
<u>Explanations and clarifications:</u>		

<u>Progress Indicator: E.ME.1d describing and demonstrating: unit attributes, iterating, tiling, identical units, number line intervals, standardization, proportionality, additivity, and origin</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.ME.1d3 Use tiling and multiplication to determine area</u>	<u>Measurement and Data</u> 3 MD Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	<u>3.MD.C.7a Relate area to the operations of multiplication and addition.</u> a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
<u>Progress Indicator: E.ME.1e justifying the need for measuring with standard units as compared to non-standard units</u>		
<u>No CCCs written for this PI</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.ME.1f selecting the appropriate unit for measuring a given attribute (length, area, mass, liquid volume, size of angle), recognizing that a unit must have the same attributes as the object (e.g., unit of length must measure an object that has length)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.ME.1f3 Select appropriate units for measurement: mass, length, angles</u>		<u>No CCRA linked</u>
<u>4.ME.1f4 Select appropriate units for the value of a set of coins or dollars</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.ME.1g exploring what happens to 2-dimensional measurements (perimeter or area) when the dimensions of the figure are changed</u>		

<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.ME.1g2 Solve word problems using perimeter and area where changes occur to the dimensions of a rectilinear figure</u>	<u>Measurement and Data</u> 4 MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.A.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. 4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i>

Progress Indicator: E.ME.2e selecting and applying appropriate customary or metric units and tools to measure or estimate (liquid volume, mass, perimeter, area, time, and angles)

<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.ME.2e4 Select appropriate tool for measurement: mass, length, angles</u>	<u>Measurement and Data</u> 4 MD Geometric measurement: understand concepts of angle and measure angles.	4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
<u>4.ME.2e5 Construct a given angle</u>	<u>Measurement and Data</u>	4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch

	<u>4 MD Geometric measurement: understand concepts of angle and measure angles.</u>	<u>angles of specified measure.</u>
<u>4.ME.2e6 Measure right angles using a tool (e.g., angle ruler, protractor)</u>	<u>Measurement and Data</u> <u>4 MD Geometric measurement: understand concepts of angle and measure angles.</u>	<u>4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</u>
<u>Progress Indicator: E.ME.2f recognizing relative sizes of units of measure and making simple conversions within systems when solving problems (e.g., 12 in. = 1 ft)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.ME.2f1 Complete a conversion table for length and mass within a single system</u>	<u>Measurement and Data</u> <u>4 MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</u>	<u>4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></u>
<u>Progress Indicator: E.ME.2g recognizing situations that require precision (money, time, distances, fractions, decimals) and those where an estimation is appropriate</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.ME.2g1 Determine whether a situation calls for a precise measurement or an estimation (distance, volume, mass, time, money)</u>	<u>Measurement and Data</u> <u>3 MD Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</u>	<u>3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given</u>

		<u>in the same units, e.g. by using drawings (such as a beaker with a measurement scale) to represent the problem.</u>
<u>Progress Indicator: E.ME.2h using a variety of strategies (decomposing complex shapes, using counting strategies, arrays, formulas) to estimate or measure area and perimeter (including irregular shapes/objects)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.ME.2h1 Apply the formulas for area and perimeter to solve real world problems</u>	<u>Measurement and Data</u> <u>3 MD Geometric measurement: understand concepts of area and real area to multiplication and to addition.</u> <u>3 MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</u> <u>4 MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</u>	<u>3.MD.C.7 Relate area to the operations of multiplication and addition.</u> <u>a) Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.</u> <u>3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</u> <u>4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></u>

<u>Progress Indicator: E.NO.1j applying place value concepts to: read, write, and compare whole numbers up to 100,000; use expanded form; and round numbers to a given place</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.1j5 Use place value to round to any place (i.e., ones, tens, hundreds, thousands)</u>	<u>Number and Operations in Base Ten</u> 4 NBT Generalize place value understanding for multi-digit whole numbers.	4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.
<u>4.NO.1j6 Compare multi-digit numbers using representations and numbers</u>	<u>Number and Operations in Base Ten</u> 4 NBT Generalize place value understanding for multi-digit whole numbers.	4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
<u>4.NO.1j7 Write or select the expanded form for a multi-digit number</u>	<u>Number and Operations in Base Ten</u> 4 NBT Generalize place value understanding for multi-digit whole numbers.	4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.
<u>Progress Indicator: E.NO.1k explaining the meaning of place value (that one digit in one place represents 10 times what it represents in the place to its right)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.1k1 Compare the value of a number when it is represented in different place values of two 3 digit numbers</u>	<u>Number and Operations in Base Ten</u> 4 NBT Generalize place value understanding for multi-digit whole numbers.	4.NBT.A.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.

Progress Indicator: E.NO.11 identifying and locating fractions on the number line or as regions, or parts of a set or unit, and recognizing that whole numbers are a subset of rational numbers

<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.116 Locate fractions on a number line</u>	<u>Number and Operations - Fractions</u> <u>3 NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</u> <u>a) Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</u> <u>b) Represent a fraction $\frac{a}{b}$ on a number line diagram by marking off a lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$ and that its endpoint locates the number $\frac{a}{b}$ on the number line.</u>
<u>4.NO.117 Order fractions on a number line</u>	<u>Number and Operations - Fractions</u> <u>3 NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</u> <u>a) Represent a fraction $\frac{1}{b}$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.</u>

		b) <u>Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</u>
<u>Progress Indicator: E.NO.1m composing and representing equivalent fractions in the form a/b</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.1m1 Determine equivalent fractions</u>	<p><u>Number and Operations - Fractions</u></p> <p><u>3 NF Develop understanding of fractions as numbers.</u></p> <p><u>4 NF Extend understanding of fraction equivalence and ordering.</u></p>	<p><u>3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</u></p> <p><u>a) Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</u></p> <p><u>b) Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent, e.g., by using a visual fraction model.</u></p> <p><u>c) Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</u></p> <p><u>d) Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two</u></p>

		<p><u>fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</u></p> <p><u>4.NF.A.1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.</u></p>
<u>Progress Indicator: E.NO.1n comparing and modeling fractions, including with different denominators</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.1n1 Select a model of a given fraction (halves, thirds, fourths, sixths, eighths)</u>	<p><u>Number and Operations - Fractions</u></p> <p><u>3 NF Develop understanding of fractions as numbers.</u></p>	<p><u>3.NF.A.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</u></p>
<u>4.NO.1n2 Compare up to 2 given fractions that have different denominators</u>	<p><u>Number and Operations - Fractions</u></p> <p><u>4 NF Extend understanding of fraction equivalence and ordering.</u></p>	<p><u>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to benchmark fractions such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</u></p>

<u>Progress Indicator: E.NO.1o rewriting fractions as equivalent decimals</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.1o1 Match a fraction with a denominator of 10 or 100 as a decimal (5/10 = .5)</u>	<u>Number and Operations - Fractions</u> 4 NF Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
<u>4.NO.1o2 Find the equivalent decimal for a given fraction</u>	<u>Number and Operations - Fractions</u> 4 NF Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. For example, express 3/10 as 30/100, and add $3/10 + 4/100 = 34/100$.
<u>Progress Indicator: E.NO.1p using number words to indicate decimal values (tenths, hundredths)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.1p1 Read, write or select decimals to the tenths place</u>	<u>Number and Operations - Fractions</u> 4 NF Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
<u>4.NO.1p2 Read, write or select decimals to the hundredths place</u>	<u>Number and Operations - Fractions</u> 4 NF Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
<u>Progress Indicator: E.NO.1q using and comparing decimals to the hundredths</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.1q1 Compare two decimals to the tenths place with a value of less than 1</u>	<u>Number and Operations - Fractions</u>	4.NF.C.7 Compare two decimals to hundredths by reasoning about their size.

	<u>4 NF Understand decimal notation for fractions, and compare decimal fractions.</u>	<u>Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, +, <, and justify the conclusions, e.g., by using a visual model.</u>
<u>4.NO.1q2 Compare two decimals to the hundredths place with a value of less than 1</u>	<u>Number and Operations - Fractions</u> <u>4 NF Understand decimal notation for fractions, and compare decimal fractions.</u>	<u>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, +, <, and justify the conclusions, e.g., by using a visual model.</u>

<u>Progress Indicator: E.NO.2c working flexibly with common addition and subtraction situations</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.2c2 Solve multi digit addition and subtraction problems up to 1000</u>	<u>Number and Operations in Base Ten</u> <u>3 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>	<u>3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</u> <u>4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.</u>
<u>Progress Indicator: E.NO.2d modeling multiplication (equal-sized groups, arrays, area models, equal-sized jumps on number lines, multiplicative comparisons) and division (successive subtraction, partitioning, sharing) of whole numbers</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.2d6 Find total number inside an array with neither number in the columns or rows larger than 10</u>	<u>Operations and Algebraic Thinking</u> <u>3 OA Represent and solve problems involving multiplication and division.</u>	<u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in</i></u>

		<i>which a total number of objects can be expressed as 5×7.</i>
<u>4.NO.2d7 Determine how many objects go into each group when given the total number of objects and the number of groups where the number in each group or number of groups is not greater than 10</u>	<u>Operations and Algebraic Thinking</u> 4 OA Use the four operations with whole numbers to solve problems.	3.OA.A.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$ 4.OA.A.2 Multiply or divide to solve word problem involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem distinguishing multiplicative comparison from additive comparison.
<u>4.NO.2d8 Match an accurate addition and multiplication equation to a representation</u>	<u>Operations and Algebraic Thinking</u> 3 OA Represent and solve problems involving multiplication and division.	3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
<u>Progress Indicator: E.NO.2e describing relationships between addition-multiplication; multiplication-division; addition-subtraction; why commutative property does not apply to subtraction or division</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.2e2 Solve or solve and check one or two step word problems requiring addition, subtraction or multiplication with answers up to 100</u>	<u>Operations and Algebraic Thinking</u> 4 OA Use the four operations with whole numbers to solve problems.	4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess

		<u>the reasonableness of answers using mental computation and estimation strategies including rounding.</u>
<u>Progress Indicator: E.NO.2f identifying factors and multiples of numbers</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.NO.2f1 Identify multiples for a whole number (e.g., 2 = 2, 4, 6, 8, 10)</u>	<u>Operations and Algebraic Thinking</u> <u>4 OA Gain familiarity with factors and multiples.</u>	<u>4.OA.B.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.</u>
<u>4.NO.2f2 Solve multiplication problems up to two digits by one digit</u>	<u>Number and Operations in Base Ten</u> <u>4 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>	<u>3.NBT.A.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</u> <u>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u>
<u>Progress Indicator: E.NO.2g recognizing fractions as one number/one quantity, rather than two numbers (numerator and denominator) and using number lines to represent magnitude of fractions</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<p><u>4.NO.2g1 Using a representation, decompose a fraction into multiple copies of a unit fraction (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$)</u></p>	<p><u>Numbers and Operations – Fractions</u></p> <p><u>3 NF Develop understanding of fractions as numbers.</u></p> <p><u>Numbers and Operations – Fractions</u></p> <p><u>4 NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u></p>	<p><u>3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$</u></p> <p><u>4.NF.B.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.</u></p> <p><u>a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</u></p> <p><u>b) Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2 \frac{1}{8} = 1 + \frac{1}{8} + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.</u></p>
<p><u>Progress Indicator: E.NO.2h adding, subtracting, and multiplying fractions, including mixed numbers</u></p>		
<p><u>Core Content Connectors: 4</u></p>	<p><u>CCRA Domain/Cluster</u></p>	<p><u>Idaho Content Standard</u></p>
<p><u>4.NO.2h1 Add and subtract fractions with like denominators of (2, 3, 4, or 8)</u></p>	<p><u>Numbers and Operations – Fractions</u></p> <p><u>4 NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u></p>	<p><u>4.NF.B.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$.</u></p> <p><u>a) Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</u></p> <p><u>b) Decompose a fraction into a sum of fractions with the same denominator in</u></p>

		<u>more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.</u>
<u>4.NO.2h2 Add and subtract fractions with like denominators (2, 3, 4, or 8) using representations</u>	<u>Numbers and Operations – Fractions</u> 4 NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	4.NF.B.3 Understand a fraction $\frac{a}{b}$ with $a > 1$ as a sum of fractions $\frac{1}{b}$. a) <u>Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.</u> b) <u>Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $\frac{3}{8} = \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$; $\frac{3}{8} = \frac{1}{8} + \frac{2}{8}$; $2\frac{1}{8} = 1 + 1 + \frac{1}{8} = \frac{8}{8} + \frac{8}{8} + \frac{1}{8}$.</u>
<u>4.NO.2h3 Solve word problems involving addition and subtraction of fractions with like denominators (2, 3, 4, or 8)</u>	<u>Numbers and Operations – Fractions</u> 3 NF Develop understanding of fractions as numbers. 4 NF Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. d) <u>Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g.,</u>

		<u>by using a visual fraction model.</u> <u>4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</u> <u>d) Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.</u>
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<u>Progress Indicator: E.NO.3c evaluating the reasonableness of answers using mental computation, arithmetic patterns, and estimation strategies, including rounding to the nearest 10 or 100</u>			
<u>Core Content Connectors: 3-4</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice²</u>	
<u>3-4.NO.3c1 Solve real world problems (e.g., determine how many nickels needed to be the equivalent of a quarter) by using mental math (such as skip counting by 2s within 20, 5s within 50, 10s within 100)</u>	<u>4.OA Use the four operations with whole numbers to solve problems</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

<p><u>3-4.NO.3c2 Evaluate the reasonableness of answers after making computations</u></p>	<p><u>3.OA Solve problems involving the 4 operations and identify and explain patterns in arithmetic</u></p>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>
<p><u>3-4.NO.3c3 Determine the reasonableness of answers using estimation</u></p>	<p><u>3.OA Solve problems involving the 4 operations and identify and explain patterns in arithmetic</u></p>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>	<p><u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>

		<u>reasoning.</u>	
<u>3-4.NO.3c4 Determine the reasonableness of answers using arithmetic patterns</u>	<u>3.OA Solve problems involving the four operations and identify and explain patterns in arithmetic</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>Progress Indicator: E.NO.3d constructing arguments and explaining reasonableness of outcomes using a variety of concrete supports (e.g., models, diagrams, tables)</u>			
<u>Core Content Connectors: 3-4</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice³</u>	
<u>3-4.NO.3d1 Use modeling or diagrams to construct or select a viable argument for a given problem (e.g., "what is the difference between equilateral, scalene, and isosceles triangles?" and use models of triangles to illustrate correct answer)</u>	<u>3G Reason with shapes and their attributes</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>3-4.NO.3d2 Use models to find equivalencies or solutions</u>	<u>4.NF Extend understanding of fraction equivalence and ordering</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>3-4.NO.3d3 Justify and label solutions as a result of making a comparison (e.g., compare 15 and 25 and label 25 as greater: $15 < 25$)</u>	<u>4.NBT Generalize place value understanding for multi-digit whole numbers.</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	
<u>3-4.NO.3d4 Explain why a tool or strategy would be used to solve a given problem</u>	<u>3.OA Solve problems involving the four operations, and identify and explain patterns in arithmetic</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>Explanations and clarifications:</u>			

<u>Progress Indicator: E.PRF.1d describing and modeling how addition, subtraction, multiplication, or division changes a quantity, including with fractions</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>4.PRF.1d2 Use objects to model multiplication and division situations involving up to 10 groups with up to 5 objects in each group and interpret the results</u>	<u>Operations and Algebraic Thinking</u> 3 OA Represent and solve problems involving multiplication and division.	<u>3.OA.A.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</u>
<u>Progress Indicator: E.PRF.1e using representations (tables, graphs, equations) to show how values of one quantity are related to values of another and to draw conclusions</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.PRF.1e3 Solve multiplicative comparisons with an unknown using up to 2-digit numbers with information presented in a graph or word problem (e.g., an orange hat cost \$3. A purple hat cost 2 times as much. How much does the purple hat cost? [$3 \times 2 = p$])</u>	<u>Operations and Algebraic Thinking</u> 4 OA Use the four operations with whole numbers to solve problems.	<u>4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</u>
<u>Progress Indicator: E.PRF.1f representing and explaining equivalence concretely, graphically, and symbolically (equations, rules)</u>		
<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.PRF.1f3 Apply the distributive property to solve problems with models</u>	<u>Measurement and Data</u> 3 MD Geometric measurement: understand concepts of area and relate to multiplication and to addition.	<u>3.MD.C.7c Relate area to the operations of multiplication and addition.</u> c) Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
<u>4.PRF.1f4 Solve a 2-digit by 1-digit multiplication problem using 2 different strategies</u>	<u>Number and Operations in Base Ten</u> 4 NBT Use place value understanding and	<u>4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using</u>

	<u>properties of operations to perform multi-digit arithmetic.</u>	<u>strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u>
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Progress Indicator: E.PRF.2d representing and analyzing patterns and rules (e.g., doubling, adding 3) using words, tables, graphs, and models

<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.PRF.2d3 Generate a pattern when given a rule and word problem (I run 3 miles every day, how many miles have I run in 3 days)</u>	<u>Operations and Algebraic Thinking</u> 4 OA Generate and analyze patterns.	<u>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</u>

Progress Indicator: E.PRF.2e extending, translating, and analyzing numeric patterns and their rules using addition, subtraction, multiplication, and division

<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.PRF.2e1 Extend a numerical pattern when the rule is provided</u>	<u>Operations and Algebraic Thinking</u> 4 OA Generate and analyze patterns.	<u>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the</u>

		<u>numbers will continue to alternate in this way.</u>
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Progress Indicator: E.SE.1g using symbols ($=$, $>$, $<$) to compare whole numbers, fractions, or decimals; write equations; and express inverse or related operations

<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.SE.1g2 Use $=$, $<$, or $>$ to compare 2 fractions (fractions with a denominator of 10 or less)</u>	<u>Number and Operations – Fractions</u> <u>4 NF Extend understanding of fraction equivalence and ordering.</u>	<u>4.NF.A.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.</u>
<u>4.SE.1g3 Use $=$, $<$, or $>$ to compare 2 decimals (decimals in multiples of .10)</u>	<u>Number and Operations – Fractions</u> <u>4 NF Understanding decimal notation for fractions, and compare decimal fractions.</u>	<u>4.NF.C.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual model.</u>

Progress Indicator: E.SE.1h expressing whole numbers as fractions, and fractions as equivalent decimals; recognizing that a fraction is one number, not two

<u>Core Content Connectors: 4</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>4.SE.1h1 Express whole numbers as fractions</u>	<u>Number and Operations – Fractions</u> <u>3 NF Develop understanding of fractions as numbers.</u>	<u>3.NF.A.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size</u>

		c) <u>Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.</u>
<u>4.SE.1h2 Identify the equivalent decimal for a fraction</u>	<u>Number and Operations – Fractions</u> <u>4 NF Develop understanding of fractions as numbers.</u>	<u>4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</u>
<u>Explanations and clarifications:</u>		

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<u>Operations and Algebraic Thinking (OA)</u>
<ul style="list-style-type: none"> • <u>Write and interpret numerical expressions.</u> • <u>Analyze patterns and relationships.</u>
<u>Number and operations in Base Ten (NBT)</u>
<ul style="list-style-type: none"> • <u>Understand the place value system.</u> • <u>Perform operations with multi-digit whole numbers and with decimals to hundredths.</u>
<u>Number and operations - Fractions (NF)</u>
<ul style="list-style-type: none"> • <u>Use equivalent fractions as a strategy to add and subtract fractions.</u> • <u>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</u>
<u>Measurement and Data (MD)</u>
<ul style="list-style-type: none"> • <u>Convert like measurement units within a given measurement system.</u> • <u>Represent and interpret data.</u> • <u>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</u>
<u>Geometry (G)</u>
<ul style="list-style-type: none"> • <u>Graph points on the coordinate plane to solve real-world and mathematical problems.</u> • <u>Classify two-dimensional figures into categories based on their properties.</u>

<u>Progress Indicator: M.DPS.1c using representations (e.g., dot plots, scatter plots, line plots) to display data from investigations to describe the shapes of the data</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.DPS.1c1 Collect and graph data: bar graph, line plots, picture graph (e.g., average height among 3 classrooms, # of boys and girls)</u>	<u>Measurement and Data</u> <u>3 MD Represent and interpret data.</u> <u>5 MD Represent and interpret data.</u>	<u>3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</u>

		<u>5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></u>
<u>Progress Indicator: M.DPS.1d identifying the range, three common measures of central tendency (mean, median, and mode) and interpreting the mean as a fair share and a center of balance</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.DPS.1d1 Select an appropriate statement about the range of the data for a given graph (bar graph, line plot) (i.e., range of data) up to 10 points</u>	<u>Statistics and Probability</u> <u>6 SP Develop understanding of statistical variability.</u>	<u>6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</u>
<u>Progress Indicator: M.DPS.1e making claims about populations from data distributions, supporting interpretations on the basis of mean, median, or mode, and the shape of the distribution</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.DPS.1e1 Use measures of central tendency to interpret data including overall patterns in the data</u>	<u>Statistics and Probability</u> <u>6 SP Develop understanding of statistical variability.</u>	<u>6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</u>
<u>Progress Indicator: E.GM.1j recognizing and drawing points, lines, line segments, rays, angles, and perpendicular and parallel lines and identifying these in plane figures</u>		

<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.GM.1j1 Recognize parallel and perpendicular lines within the context of two-dimensional figures</u>	<u>Geometry</u> 4 G Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	<u>4.G.A.1 Draw points, lines, line segments, rays, angles, perpendicular, and parallel lines. Identify these in two-dimensional figures.</u>
<u>Progress Indicator: M.GM.1a describing and classifying plane figures based on their properties</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.GM.1a1 Recognize properties of simple plane figures</u>	<u>Geometry</u> 5 G Classify two-dimensional figures into categories based on their properties.	<u>5.G.B.3 Understand that attributes belonging to a category of two dimensional figures also belong to all subcategories of that category . For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</u>
<u>Progress Indicator: M.GM.1b recognizing and using properties belonging to categories and subcategories of plane figures (e.g., all rectangles have four right angles, so all squares are rectangles and have four right angles)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.GM.1b1 Distinguish plane figures by their properties</u>	<u>Geometry</u> 5 G Classify two-dimensional figures into categories based on their properties.	<u>5.G.B.4 Classify two dimensional figures in a hierarchy based on properties.</u>
<u>Progress Indicator: M.GM.1c demonstrating the use of a coordinate system by locating/graphing a given point or polygon using ordered pairs</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.GM.1c1 Locate the x and y axis on a graph</u>	<u>Geometry</u> 5 G Graph points on the coordinate plane to solve real-world and mathematical problems.	<u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in</u>

		<u>the plane located by using an ordered pair of numbers called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</u>
<u>5.GM.1c2 Locate points on a graph</u>	<u>Geometry</u> <u>5 G Graph points on the coordinate plane to solve real-world and mathematical problems.</u>	<u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in the plane located by using an ordered pair of numbers called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</u>
<u>5.GM.1c3 Use order pairs to graph given points</u>	<u>Geometry</u> <u>5 G Graph points on the coordinate plane to solve real-world and mathematical problems.</u>	<u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in the plane located by using an ordered pair of numbers called its coordinates.</u>

		Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).
<u>Explanations and Clarifications: CCRA not addressed</u>		

<u>Progress Indicator: M.ME.1a identifying and describing measurable attributes (including area, surface area, volume, fractional units, absolute value with temperature), and selecting appropriate customary or metric units of measure when solving problems</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.ME.1a1 Identify the appropriate units of measurement for different purposes in a real life context (e.g., measure a wall using feet, not inches)</u>	<u>Measurement and Data</u> 4 MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.A.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>
<u>Progress Indicator: M.ME.1b recognizing relationships among units and using proportional reasoning to convert measurements from one unit to another within the same system</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.ME.1b1 Convert standard</u>	<u>Measurement and Data</u>	<u>5.MD.A.1 Convert among different-sized</u>

<u>measurements of time</u>	<u>5 MD Convert like measurement units within a given measurement system.</u>	<u>standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</u>
<u>5.ME.1b2 Convert standard measurements of length</u>	<u>Measurement and Data</u> <u>5 MD Convert like measurement units within a given measurement system.</u>	<u>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</u>
<u>5.ME.1b3 Convert standard measurements of mass</u>	<u>Measurement and Data</u> <u>5 MD Convert like measurement units within a given measurement system.</u>	<u>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.</u>
<u>Progress Indicator: M.ME.1c recognizing how the formulas for area and volume for a variety of shapes and solids are related</u>		
<u>No CCCs written for this PI</u>		

<u>Progress Indicator: M.ME.2a selecting and applying appropriate standard units, tools, and level of precision in real-world measurment problems (e.g., area, surface area, volume, rate)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.ME.2a1 Solve problems involving conversions of standard measurement units when finding area, volume, time lapse, or mass</u>	<u>Measurement and Data</u> <u>5 MD Convert like measurement units within a given measurement system.</u>	<u>5.MD.A.1 Convert among different-sized standard measurement units within a given measurement system and use these conversions in solving multi-step, real world problems.</u>
<u>Progress Indicator: M.ME.2b using a variety of strategies (decomposing complex shapes, using formulas and models) to measure area (triangles, quadrilaterals, polygons) and volume (rectangular prisms)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>5.ME.2b1 Use filling and multiplication to determine volume</u>	<u>Measurement and Data</u> 5 MD Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.C.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.
<u>5.ME.2b2 Apply formula to solve one step problems involving volume</u>	<u>Measurement and Data</u> 5 MD Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. b) Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.

<u>Progress Indicator: M.NO.1a Explaining the meaning of place value (that a digit in one place represents 10 times what it represents to the place to its right).</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.NO.1a1 Compare the value of a number when it is represented in different place values of two 3 digit numbers</u>	<u>Number and Operations in Base Ten</u> 5 NBT Understand the place value system.	5.NBT.A.1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.
<u>Progress Indicator: M.NO.1b extending place value understanding to reading (e.g., naming the values with number words, rather than "point four"), writing, comparing, and rounding decimals</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>5.NO.1b1 Read, write, or select a decimal to the hundredths place</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.3a Read, write, and compare decimals to thousandths.</u> <u>a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</u>
<u>5.NO.1b2 Read, write or select a decimal to the thousandths place</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.3a Read, write, and compare decimals to thousandths.</u> <u>a) Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.</u>
<u>5.NO.1b3 Compare two decimals to the thousandths place with a value of less than 1</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.3b Read, write, and compare decimals to thousandths.</u> <u>b) Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.</u>
<u>5.NO.1b4 Round decimals to the next whole number</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.4 Use place value understanding to round decimals to any place.</u>
<u>5.NO.1b5 Round decimals to the tenths place</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.4 Use place value understanding to round decimals to any place.</u>
<u>5.NO.1b6 Round decimals to the hundredths place</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u>	<u>5.NBT.A.4 Use place value understanding to round decimals to any place.</u>

<u>Progress Indicator: M.NO.1c using a variety of fractional and decimal representations and locating them on a number line</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.NO.1c1 Rewrite a fraction as a decimal</u>	<u>Number and Operations – Fractions</u> 4 NF Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.
<u>5.NO.1c2 Rewrite a decimal as a fraction</u>	<u>Number and Operations – Fractions</u> 4 NF Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.6 Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.

<u>Progress Indicator: M.NO.2a working flexibility with common addition, subtraction, multiplication, and division situations</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.NO.2a1 Solve problems or word problems using up to three digit numbers and addition or subtraction or multiplication</u>	<u>Operations and Algebraic Thinking</u> 4 OA Use the four operations with whole numbers to solve problems. <u>Number and Operations in Base Ten</u> 5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.	4.OA.A.3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. 5.NBT.B.5 Fluently multiply multi-digit whole numbers using the standard algorithm.
<u>5.NO.2a2 Separate a group of objects into equal sets when given the number of</u>	<u>Number and Operations in Base Ten</u>	4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit

<u>sets to find the total in each set with the total number less than 50</u>	<u>4 NBT Use place value understanding and properties of operations to perform multi-digit arithmetic.</u>	<u>dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u>
<u>5.NO.2a3 Find whole number quotients up to two dividends and two divisors</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.</u>	<u>5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u>
<u>5.NO.2a4 Find whole number quotients up to four dividends and two divisors</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.</u>	<u>5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.</u>
<u>5.NO.2a5 Solve word problems that require multiplication or division</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.</u>	<u>5.NBT.B.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the</u>

		calculation by using equations, rectangular arrays, and/or area models.
<u>Progress Indicator: M.NO.2b recognizing fractions as one number/one quantity, rather than two numbers (numerator and denominator) and using number lines to represent magnitude of fractions and equivalent /non-equivalent fractions</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.NO.2b1 Add and subtract fractions with unlike denominators by replacing fractions with equivalent fractions (identical denominators)</u>	<u>Numbers and Operations – Fractions</u> <u>5 NF Use equivalent fractions as a strategy to add and subtract fractions.</u>	<u>5.NF.A.1 Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$).</u>
<u>5.NO.2b2 Add or subtract fractions with unlike denominators</u>	<u>Numbers and Operations – Fractions</u> <u>5 NF Use equivalent fractions as a strategy to add and subtract fractions.</u>	<u>5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$).</u>
<u>5.NO.2b3 Multiply a fraction by a whole or mixed number.</u>	<u>Numbers and Operations – Fractions</u> <u>4 NF build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</u> <u>Numbers and Operations – Fractions</u> <u>5 NF Apply and extend previous</u>	<u>4.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</u> <u>5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a) Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a</u>

	<p><u>understandings of multiplication and division to multiply and divide fractions.</u></p>	<p><u>sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</u></p> <p><u>b) Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</u></p> <p><u>5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</u></p> <p><u>a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</u></p> <p><u>b) Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div$</u></p>
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		<p><u>(1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</u></p> <p><u>c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3 cup servings are in 2 cups of raisins?</u></p>
<p><u>5.NO.2b4 Divide unit fractions by whole numbers and whole numbers by unit fractions.</u></p>	<p><u>Numbers and Operations – Fractions</u></p> <p><u>5 NF Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</u></p>	<p><u>5.NF.B.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</u></p>

		<p><u>5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</u></p> <p><u>a) Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</u></p> <p><u>b) Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</u></p> <p><u>Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ cup servings are in 2 cups</u></p>
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		of raisins?
<u>Progress Indicator: M.NO.2c using operations and standard algorithms with whole numbers, fractions (unlike denominators), and decimals (to hundredths)</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.NO.2c1 Solve 1 step problems using decimals</u>	<u>Number and Operations in Base Ten</u> 5 NBT Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
<u>5.NO.2c2 Solve word problems involving the addition, subtraction, multiplication or division of fractions</u>	<u>Numbers and Operations – Fractions</u> 5 NF Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.</i>
<u>Explanations and clarifications: Not included: M.NO.2d contrasting situations as additive or multiplicative</u>		

<u>Progress Indicator: M.NO.3a using informal and rule-based arguments, evidence, and examples (e.g., estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions</u>			
<u>Core Content Connectors: 5-6</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice⁴</u>	
<u>5-6.NO.3a1 Justify the use of a strategy, rule, or identified</u>	6.EE Reason about and solve one-variable equations and	Make sense of problems & persevere in solving them.	Use appropriate tools strategically. Attend to precision. Look for and

<u>characteristic to solve a given problem (e.g., why use a formula to find the area of rectangles)</u>	<u>inequalities</u>	<u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>Progress Indicator: M.NO.3b critiquing the mathematical arguments provided by others</u>			
<u>Core Content Connectors: 5-6</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice⁵</u>	
<u>5-6.NO.3b1 Use up to two rules to extend a pattern and verify provided responses or select correct answers (e.g., Rules: +3, +2 and table lists pairs, 4:5, 7:7, and 10:9)</u>	<u>5.OA Analyze patterns and relationships</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>5-6.NO.3b2 Explain the selection of rule(s) to use to verify a response</u> <u>Explain the rules used to verify a solution</u>	<u>5.OA Analyze patterns and relationships</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>5-6.NO.3b3 Verify provided solutions within word problems (e.g., Sally wanted to give her brother $\frac{1}{2}$ of her books. Her brother only took $\frac{1}{4}$ of the $\frac{1}{2}$ she offered. Sally gave him $\frac{1}{8}$ of all of her books. Is this true?)</u>	<u>6.NS Apply and extend previous understandings of numbers to the system of rational numbers</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>5-6.NO.3b4 Critique a set of solutions for a given problem and determine any viable answers</u>	<u>5.NBT Perform operations with multi-digit whole numbers and with decimals to hundredths</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>5-6.NO.3b5 Evaluate the accuracy of statements made based upon provided data</u>	<u>6.SP Develop understanding of statistical variability</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
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Explanations and clarifications:

Progress Indicator: M.PRF.1a describing how multiplication or division changes a quantity, including with fractions or decimals

<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.PRF.1a1 Determine whether the product will increase or decrease based on the multiplier</u>	<u>Number and Operations – Fractions</u> <u>5 NF Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</u>	<u>5.NF.B.5 Interpret multiplication as scaling (resizing), by:</u> <u>a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.</u> <u>b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</u>

<u>Progress Indicator: M.PRF.1b distinguishing linear from nonlinear relationships as represented in graphical and tabular representations</u>																	
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>															
<u>5.PRF.1b1 Given 2 patterns involving the same context (e.g., collecting marbles) determine the 1st 5 terms and compare the values</u> <table border="1"> <thead> <tr> <th><u>Day</u></th><th><u>Joe</u></th><th><u>Kim</u></th></tr> </thead> <tbody> <tr> <td><u>1</u></td><td><u>2</u></td><td><u>4</u></td></tr> <tr> <td><u>2</u></td><td><u>4</u></td><td><u>8</u></td></tr> <tr> <td><u>3</u></td><td><u>6</u></td><td><u>12</u></td></tr> <tr> <td><u>4</u></td><td><u>8</u></td><td><u>16</u></td></tr> </tbody> </table>	<u>Day</u>	<u>Joe</u>	<u>Kim</u>	<u>1</u>	<u>2</u>	<u>4</u>	<u>2</u>	<u>4</u>	<u>8</u>	<u>3</u>	<u>6</u>	<u>12</u>	<u>4</u>	<u>8</u>	<u>16</u>	<u>Operations and Algebraic Thinking</u> <u>5 OA Analyze patterns and relationships.</u>	<u>5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</u>
<u>Day</u>	<u>Joe</u>	<u>Kim</u>															
<u>1</u>	<u>2</u>	<u>4</u>															
<u>2</u>	<u>4</u>	<u>8</u>															
<u>3</u>	<u>6</u>	<u>12</u>															
<u>4</u>	<u>8</u>	<u>16</u>															
<u>5.PRF.1b2 When given a line graph representing two arithmetic patterns, identify the relationship between the two</u>	<u>Operations and Algebraic Thinking</u> <u>5 OA Analyze patterns and relationships.</u>	<u>5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</u>															

<u>Progress Indicator: M.PRF.2a representing, analyzing, extending, and generalizing a variety of patterns using tables, graphs, words, and symbolic rules</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.PRF.2a1 Generate a pattern that follows the provided rule</u>	<u>Operations and Algebraic Thinking</u> <u>4 OA Generate and analyze patterns.</u>	<u>4.OA.C.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</u>
<u>Progress Indicator: M.PRF.2b relating and comparing different forms of representation and identifying functions as linear or nonlinear</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.PRF.2b1 Generate or select a comparison between two graphs from a similar situation</u>	<u>Operations and Algebraic Thinking</u> <u>5 OA Analyze patterns and relationships.</u>	<u>5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</u>

<u>Progress Indicator: M.SE.1a using symbols ($=$, $>$, $<$) to compare whole numbers, fractions, or decimals; write equations; and express inverse or related operations</u>		
<u>Core Content Connectors: 5</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>5.SE.1a1 Given a real world problem, write an expression using 1 set of parentheses</u>	<u>Operations and Algebraic Thinking</u> <u>5 OA Write and interpret numerical expressions.</u>	<u>5.OA.A.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</u>
<u>Explanations and clarifications:</u>		

Mathematics | Grade 6 | Overview

Ratios and Proportional Relationships (RP)
<ul style="list-style-type: none"> Understand ratio concepts and use ratio reasoning to solve problems.
The Number System (NS)
<ul style="list-style-type: none"> Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.
Expressions and Equations (EE)
<ul style="list-style-type: none"> Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities. Represent and analyze quantitative relationships between dependent and independent variables.
Geometry (G)
<ul style="list-style-type: none"> Solve real-world and mathematical problems involving area, surface area, and volume.
Statistics and Probability (SP)
<ul style="list-style-type: none"> Develop understanding of statistical variability. Summarize and describe distributions.

Progress Indicator: M.DPS.1a formulating questions about groups larger than classroom groups and comparing different populations or samples		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
6.DPS.1a2 Identify statistical questions and make a plan for data collection	Statistics and Probability 6 SP Develop understanding of statistical variability.	6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
Progress Indicator: M.DPS.1c using representations (e.g., dot plots, scatter plots, line plots) to display data from investigations		

<u>to describe the shapes of the data</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.DPS.1c2 Collect and graph data: bar graph, line plots, dot plots, histograms</u>	<u>Statistics and Probability</u> 6 SP Summarize and describe distributions.	<u>6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</u>
<u>Progress Indicator: M.DPS.1d identifying the range, three common measures of central tendency (mean, median, and mode) and interpreting the mean as a fair share and a center of balance</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.DPS.1d2 Solve for mean of a given data set</u>	<u>Statistics and Probability</u> 6 SP Develop understanding of statistical variability.	<u>6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</u>
<u>6.DPS.1d3 Select statement that matches mean, mode, and spread of data for 1 measure of central tendency for a given data set</u>	<u>Statistics and Probability</u> 6 SP Summarize and describe distributions.	<u>6.SP.B.5 Summarize numerical data sets in relation to their context such as by:</u> <u>c) Giving quantitative measures of center (median and/or mean) and variability as well as describing any overall pattern and striking deviations from the overall pattern with reference to the context in which the data were gathered.</u>
<u>6.DPS.1d4 Find the range of a given data set</u>	<u>Statistics and Probability</u> 6 SP Develop understanding of statistical variability.	<u>6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</u>
<u>6.DPS.1d5 Explain or identify what the mean represents in a set of data</u>	<u>Statistics and Probability</u> 6 SP Develop understanding of statistical variability.	<u>6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</u>

<u>6.DPS.1d6 Explain or identify what the mode represents in a set of data</u>	<u>Statistics and Probability</u> 6 SP Develop understanding of statistical variability.	<u>6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</u>
<u>6.DPS.1d7 Explain or identify what the median represents in a set of data</u>	<u>Statistics and Probability</u> 6 SP Summarize and describe distributions.	<u>6.SP.B.5 Summarize numerical data sets in relation to their context such as by:</u> c) Giving quantitative measures of center (median and/or mean) and variability as well as describing any overall pattern and striking deviations from the overall pattern with reference to the context in which the data were gathered.
<u>Progress Indicator: M.DPS.1e making claims about populations from data distributions, supporting interpretations on the basis of mean, median, or mode, and the shape of the distribution</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.DPS.1e2 Use measures of central tendency to interpret data including overall patterns in the data</u>	<u>Statistics and Probability</u> 6 SP Summarize and describe distributions.	<u>6.SP.B.5 Summarize numerical data sets in relation to their context such as by:</u> c) Giving quantitative measures of center (median and/or mean) and variability as well as describing any overall pattern and striking deviations from the overall pattern with reference to the context in which the data were gathered.
<u>Progress Indicator: M.GM.1c demonstrating the use of a coordinate system by locating/graphing a given point or polygon using ordered pairs</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.GM.1c4 Locate points on a graph</u>	<u>Geometry</u>	<u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate</u>

	<u>5 G Graph points on the coordinate plane to solve real-world and mathematical problems.</u>	<u>system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in the plane located by using an ordered pair of numbers called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</u>
<u>6.GM.1c5 Use order pairs to graph given points</u>	<u>Geometry</u> <u>5 G Graph points on the coordinate plane to solve real-world and mathematical problems.</u>	<u>5.G.A.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the – on each line and a given point in the plane located by using an ordered pair of numbers called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</u>
<u>6.GM.1c6 Find coordinate values of points in the context of a situation</u>	<u>Geometry</u> <u>5 G Graph points on the coordinate plane to solve real-world and mathematical</u>	<u>5.G.A.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in</u>

	<u>problems.</u>	<u>the context of the situation.</u>
<u>6.GM.1c7 Use coordinate points to draw polygons</u>	<u>Geometry</u> 6 G Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
<u>6.GM.1c8 Use coordinate points to find the side lengths of polygons that are horizontal or vertical</u>	<u>Geometry</u> 6 G Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
Progress Indicator: M.GM.1d solving area, surface area, and volume problems by composing and decomposing figures		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.GM.1d1 Find area of quadrilaterals</u>	<u>Geometry</u> 6 G Solve real-world and mathematical problems involving area, surface area, and volumes.	6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
<u>6.GM.1d2 Find area of triangles</u>	<u>Geometry</u> 6 G Solve real-world and mathematical problems involving area, surface area, and volumes.	6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems

Explanations and clarifications:

Progress Indicator: M.ME.1a identifying and describing measurable attributes (including area, surface area, volume, fractional units, absolute value with temperature), and selecting appropriate customary or metric units of measure when solving problems

<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.ME.1a2 Identify the appropriate formula (i.e., perimeter, area, volume) to use when measuring for different purposes in a real life context</u>	<p><u>Geometry</u></p> <p><u>6 G Solve real-world and mathematical problems involving area, surface area, and volume.</u></p>	<p><u>6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems</u></p> <p><u>6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</u></p>

Progress Indicator: M.ME.1b recognizing relationships among units and using proportional reasoning to convert measurements from one unit to another within the same system

<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.ME.1b4 Complete a conversion table for length, mass, time, volume</u>	<p><u>Ratios and Proportional Relationships</u></p> <p><u>6 RP Understand ratio concepts and use ratio</u></p>	<u>6.RP.A.3d Use ratios and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of</u>

	<u>reasoning to solve problems.</u>	<u>equivalent ratios, tape diagrams, double number line diagrams, or equations.</u> <u>d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</u>
<u>6.ME.1b5 Analyze table to answer questions</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.3d Use ratios and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</u> <u>d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</u>
<u>Progress Indicator: M.ME.1c recognizing how the formulas for area and volume for a variety of shapes and solids are related</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.ME.1c1 Find the area of a 2-dimensional figure and the volume of a 3-dimensional figure</u>	<u>Geometry</u> <u>6 G Solve real-world and mathematical problems involving area, surface area, and volume.</u>	<u>6.G.A.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</u>

<u>Progress Indicator: M.ME.2a selecting and applying appropriate standard units, tools, and level of precision in real-world measurement problems (e.g., area, surface area, volume, rate)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.ME.2a2 Solve one step real world measurement problems involving unit rates with ratios of whole numbers when given the unit rate (3 inches of snow falls per hour, how much in 6 hours)</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</u> <u>b) Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</u>
<u>6.ME.2a3 Apply the formula to find the area of triangles</u>	<u>Geometry</u> <u>6 G Solve real-world and mathematical problems involving area, surface area, and volume.</u>	<u>6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</u>
<u>Progress Indicator: M.ME.2b using a variety of strategies (decomposing complex shapes, using formulas and models) to measure area (triangles, quadrilaterals, polygons) and volume (rectangular prisms)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.ME.2b3 Decompose complex shapes (polygon, trapezoid, pentagon) into simple shapes (rectangles, squares, triangles) to measure area</u>	<u>Geometry</u> <u>6 G Solve real-world and mathematical problems involving area, surface area, and volume.</u>	<u>6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and</u>

		<u>mathematical problems.</u>
<u>6.ME.2b4 Decompose complex 3-D shapes into simple 3-D shapes to measure volume</u>	<u>Measurement and Data</u> <u>5 MD Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</u>	<u>5.MD.C.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</u> <u>a) Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</u>

<u>Progress Indicator: M.NO.1d representing integers (positive/negative numbers) and locating them on a number line</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.NO.1d1 Identify numbers as positive or negative</u>	<u>Expressions and Equations</u> <u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u>	<u>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u> <u>a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is</u>

		<p><u>its own opposite.</u></p> <p><u>b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</u></p> <p><u>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</u></p>
<p><u>6.NO.1d2 Locate positive and negative numbers on a number line</u></p>	<p><u>Expressions and Equations</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u></p> <p><u>a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</u></p> <p><u>b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by</u></p>

		<u>reflections across one or both axes.</u> <u>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</u>
<u>6.NO.1d3 Plot positive and negative numbers on a number line</u>	<u>Expressions and Equations</u> <u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u>	<u>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u> <u>a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</u> <u>b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</u> <u>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</u>

<p><u>6.NO.1d4 Select the appropriate meaning of a negative number in a real world situation</u></p>	<p><u>Expressions and Equations</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</u></p>
<p><u>6.NO.1d5 Find given points between -10 and 10 on both axis of a coordinate plane</u></p>	<p><u>Expressions and Equations</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.6c Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u></p> <p><u>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</u></p>
<p><u>6.NO.1d6 Label points between -10 and 10 on both axis of a coordinate plane</u></p>	<p><u>Expressions and Equations</u></p> <p><u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u></p>	<p><u>6.NS.C.6c Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u></p> <p><u>c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position</u></p>

		<u>pairs of integers and other rational numbers on a coordinate plane.</u>
<u>Progress Indicator: M.NO.1e describing, representing, and comparing absolute value relationships</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.NO.1e1 Determine the meaning of absolute value</u>	<u>Expressions and Equations</u> <u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u>	<u>6.NS.C.7c Understand ordering and absolute value of rational numbers.</u> <u>a) Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars write $-30 = 30$ to describe the size of the debt in dollars.</u>
<u>Progress Indicator: M.NO.1f recognizing equivalence of representations using fractions, decimals, and percents and using them solve ratio problems</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.NO.1f1 Find a percent of a quantity as rate per 100</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.3c Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</u> <u>c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</u>
<u>6.NO.1f2 Write or select a ratio to match a given statement and representation</u>	<u>Ratios and Proportional Relationships</u>	<u>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio</u>

	<u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</u>
<u>6.NO.1f3 Select or make a statement to interpret a given ratio</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</u>
<u>6.NO.1f4 Find a missing value (representations, whole numbers, common fractions, decimals to hundredths place, percent) for a given ratio</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.3a Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</u> <u>a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</u>
<u>6.NO.1f5 Solve unit rate problems involving unit pricing</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>6.RP.A.3b Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</u>

		<u>a) Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</u>
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Progress Indicator: M.NO.1i using exponents and scientific notation to express very large or very small quantities

<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.NO.1i1 Identify what an exponent represents (e.g., $8^3 = 8 \times 8 \times 8$)</u>	<u>Number and Operations in Base Ten</u> <u>5 NBT Understand the place value system.</u> <u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>5.NBT.A.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</u> <u>6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</u>
<u>6.NO.1i2 Solve numerical expressions involving whole number exponents</u>	<u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents.</u>

Progress Indicator: M.NO.2a working flexibility with common addition, subtraction, multiplication, and division situations

<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.NO.2a6 Solve problems or word problems using up to three digit numbers and any of the four operations</u>	<u>Expressions and Equations</u> <u>6 EE Reason about and solve one-variable</u>	<u>6.EE.B.7 Solve real world and mathematical problems by writing and solving equations of the form $x + p = q$ and</u>

	<u>equations and inequalities.</u>	<u>$px = q$ for cases in which p, q, and x are all non negative rational numbers.</u>
<u>Progress Indicator: M.NO.2c using operations and standard algorithms with whole numbers, fractions (unlike denominators), and decimals (to hundredths)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.NO.2c3 Solve one step, addition, subtraction, multiplication, or division problems with fractions or decimals</u>	<p><u>The Number System</u></p> <p><u>6 NS Apply and extend previous understandings of multiplications and division to divide fractions by fractions.</u></p> <p><u>6 NS Compute fluently with multi-digit numbers and find common factors and multiples</u></p>	<p><u>6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$). How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi.? Compute fluently with multi-digit numbers and find common factors and multiples.</i></u></p> <p><u>6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</u></p>
<u>6.NO.2c4 Solve word problems involving the addition, subtraction, multiplication or division of fractions</u>	<p><u>Numbers and Operations – Fractions</u></p> <p><u>5 NF Apply and extend previous understandings of multiplication and</u></p>	<u>5.NF.B.7c Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</u>

	<div>division to multiply and divide fractions.</div> <div><u>The Number System</u></div> <div>6 NS Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</div>	<div>c) Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ cup servings are in 2 cups of raisins?</i></div> <div>6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(\frac{2}{3}) \div (\frac{3}{4})$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}$ because $\frac{3}{4}$ of $\frac{8}{9}$ is $\frac{2}{3}$. (In general, $(\frac{a}{b}) \div (\frac{c}{d}) = \frac{ad}{bc}$). How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{3}{4}$ cup servings are in $\frac{2}{3}$ of a cup of yogurt? How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi? Compute fluently with multi-digit numbers and find common factors and multiples.</i></div>
<u>6.NO.2c5 Divide multi-digit whole numbers</u>	<div><u>The Number System</u></div> <div>6 NS Compute fluently with multi-digit</div>	<div>6.NS.B.2 Fluently divide multi-digit numbers using standard algorithm.</div>

	<u>numbers and find common factors and multiples</u>	
<u>Progress Indicator: M.NO.2e ordering/comparing integers and representing them on the number line</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.NO.2e1 Determine the difference between two integers using a number line</u>	<u>The Number System</u> <u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u>	<u>6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</u> <u>a) Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</u>
<u>6.NO.2e2 Compare two numbers on a number line (e.g., $-2 > -9$)</u>	<u>The Number System</u> <u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers.</u>	<u>6.NS.C.7 Understand ordering and absolute value of rational numbers.</u> <u>a) Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</u>
<u>Progress Indicator: M.NO.3a using informal and rule-based arguments, evidence, and examples (e.g., estimation, rounding, arrays, visual models, diagrams) to justify mathematical solutions</u>		
<u>Core Content Connectors:</u>	<u>Potential cluster for</u>	<u>Common Core: Standards for Mathematical Practice⁴</u>

5-6	<u>demonstration</u>	
<p><u>5-6.NO.3a1 Justify the use of a strategy, rule, or identified characteristic to solve a given problem (e.g., why use a formula to find the area of rectangles)</u></p>	<p><u>6.EE Reason about and solve one-variable equations and inequalities</u></p>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>
<p><u>Progress Indicator: M.NO.3b critiquing the mathematical arguments provided by others</u></p>		
Core Content Connectors: 5-6	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice⁵</u>
<p><u>5-6.NO.3b1 Use up to two rules to extend a pattern and verify provided responses or select correct answers (e.g., Rules: +3, +2 and table lists pairs, 4:5, 7:7, and 10:9)</u></p>	<p><u>5.OA Analyze patterns and relationships</u></p>	<p><u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u></p>

		<u>reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>5-6.NO.3b2 Explain the selection of rule(s) to use to verify a response</u> <u>Explain the rules used to verify a solution</u>	<u>5.OA Analyze patterns and relationships</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>5-6.NO.3b3 Verify provided solutions within word problems (e.g., Sally wanted to give her brother $\frac{1}{2}$ of her books. Her brother only took $\frac{1}{4}$ of the $\frac{1}{2}$ she offered. Sally gave him $\frac{1}{8}$ of all of her books. Is this true?)</u>	<u>6.NS Apply and extend previous understandings of numbers to the system of rational numbers</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>5-6.NO.3b4 Critique a set of solutions for a given problem and determine any viable answers</u>	<u>5.NBT Perform operations with multi-digit whole numbers and with decimals to hundredths</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>5-6.NO.3b5 Evaluate the accuracy of statements made based upon provided data</u>	<u>6.SP Develop understanding of statistical variability</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.	
<u>Explanations and clarifications:</u>			

<u>Progress Indicator: M.PRF.1a describing how multiplication or division changes a quantity, including with fractions or decimals</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.PRF.1a2 Determine whether or not the quotient will increase or decrease based on the divisor</u>	<u>Number and Operations – Fractions</u> 5 NF Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.B.5 Interpret multiplication as scaling (resizing), by: a) Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. b) Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b =$

		$(n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.
Progress Indicator: M.PRF.1c comparing two rates and evaluating them for a given situation (e.g., best value)		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.PRF.1c1 Describe the ratio relationship between two quantities for a given situation</u>	<u>Ratios and Proportional Relationships</u> 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	<u>6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</u>
<u>6.PRF.1c2 Represent proportional relationships on a line graph</u>	<u>Ratios and Proportional Relationships</u> 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	<u>6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</u>
Progress Indicator: M.PRF.1d using symbolic equations to summarize how the quantity of something changes		
Core Content Connectors: 6	CCRA Domain/Cluster	Idaho Content Standard
<u>6.PRF.1d1 Solve real world single step linear equations</u>	<u>Expressions and Equations</u> 6 EE Reason about and solve one-variable equations and inequalities.	<u>6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p, q and x are all nonnegative rational numbers.</u>
Progress Indicator: M.PRF.2a representing, analyzing, extending, and generalizing a variety of patterns using tables, graphs, words, and symbolic rules		

<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.PRF.2a2 Use variables to represent numbers and write expressions when solving real-world problems</u>	<u>Expressions and Equations</u> <u>6 EE Reason about and solve one-variable equations and inequalities.</u>	<u>6.EE.B.6 Use variables to represent numbers and write expressions when solving real-world or mathematical problems; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.</u>
<u>6.PRF.2a3 Use variables to represent two quantities in a real-world problem that change in relationship to one another</u>	<u>Expressions and Equations</u> <u>6 EE Represent and analyze quantitative relationships between dependent and independent variables.</u>	<u>6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. <i>Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></u>
<u>6.PRF.2a4 Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation</u>	<u>Expressions and Equations</u> <u>6 EE Represent and analyze quantitative relationships between dependent and independent variables.</u>	<u>6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. <i>Analyze the relationship between the dependent and independent variables using graphs and</i></u>

		<i>tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>
<u>Progress Indicator: M.PRF.2b relating and comparing different forms of representation and identifying functions as linear or nonlinear</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.PRF.2b2 Using provided table with numerical patterns, form ordered pairs</u>	<u>Operations and Algebraic Thinking</u> 5 OA Analyze patterns and relationships.	5.OA.B.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>
<u>Progress Indicator: M.PRF.2b relating and comparing different forms of representation and identifying functions as linear or nonlinear</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.PRF.2b3 Complete a statement that describes the ratio relationship between two quantities</u>	<u>Ratios and Proportional Relationships</u> 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for</i>

		<i>every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i>
<u>6.PRF.2b4 Determine the unit rate in a variety of contextual situations</u>	<u>Ratios and Proportional Relationships</u> 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.2 Understand the concept of a unit rate a/b associated with a ration $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. <i>For example, "this recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $\frac{3}{4}$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>
<u>6.PRF.2b5 Use ratios and reasoning to solve real-world mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations)</u>	<u>Ratios and Proportional Relationships</u> 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a) <u>Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.</u> b) <u>Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</u>

		<p>c) Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.</p> <p>d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>
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<u>Progress Indicator: M.SE.1a using symbols (=, >, <) to compare whole numbers, fractions, or decimals; write equations; and express inverse or related operations</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.SE.1a2 Given a real world problem, write an equation using 1 set of parentheses</u>	<p><u>Expressions and Equations</u></p> <p>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</p>	<p>6.EE.A.2 Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>c) Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i></p>
<u>6.SE.1a3 Write expressions for real-world problems involving one unknown number</u>		No CCRA linked

<u>6.SE.1a4 Given a real world problem, write an inequality.</u>	<u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>6.EE.B.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</u>
<u>Explanations and clarifications:</u>		
<u>Progress Indicator: M.SE.1b writing, interpreting, and using expressions, equations, and inequalities (including using brackets, parentheses, or braces)</u>		
<u>Core Content Connectors: 6</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>6.SE.1b1 Evaluate whether or not both sides of an equation are equal</u>	<u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i></u>
<u>6.SE.1b2 Use properties to produce equivalent expressions</u>	<u>Expressions and Equations</u> <u>6 EE Apply and extend previous understandings of arithmetic to algebraic expressions.</u>	<u>6.EE.A.3 Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2+x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y+y+y$ to produce the equivalent expression $3y$.</u>

Mathematics | Grade 7 | Overview

<u>Ratios and Proportional Relationships (RP)</u>
<ul style="list-style-type: none"> Analyze proportional relationships and use them to solve real-world and mathematical problems.
<u>The Number System (NS)</u>
<ul style="list-style-type: none"> Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
<u>Expressions and Equations (EE)</u>
<ul style="list-style-type: none"> Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
<u>Geometry (G)</u>
<ul style="list-style-type: none"> Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
<u>Statistics and Probability (SP)</u>
<ul style="list-style-type: none"> Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.

<u>Progress Indicator: M.DPS.1b distinguishing among populations, censuses, and sampling</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.1b1 Determine sample size to answer a given question</u>	<u>Statistics and Probability</u> <u>7 SP Use random sampling to draw inferences about a population.</u>	<u>7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.</u>
<u>Progress Indicator: M.DPS.1g displaying and interpreting univariate data using dot plots, histograms, and circle graphs</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>7.DPS.1g1 Graph continuous data using line graphs, histograms, or dot plots</u>	<u>Statistics and Probability</u> 6 SP Summarize and describe distributions.	6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
<u>Progress Indicator: M.DPS.1i using box plots, interquartile range, mean absolute deviation, range, and the concept of outliers to characterize the distribution (variability) of univariate data</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.1i1 Solve for the median of a given data set</u>	<u>Statistics and Probability</u> 6 SP Summarize and describe distributions.	6.SP.B.5 Summarize numerical data sets in relations to their context such as by: c) Giving quantitative measures of center (median and/or mean) and variability as well as describing any overall pattern and striking deviations from the overall pattern with reference to the context in which the data were gathered.
<u>7.DPS.1i2 Identify the range (high/low), median (middle), mean, or mode of a given data set</u>	<u>Statistics and Probability</u> 7 SP Draw informal comparative inferences about two populations.	7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about the two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>
<u>Progress Indicator: M.DPS.1j comparing two unequal distributions of data using number of data points, measures of central tendency, shape, and variability (numerical data), and two-way tables (categorical variables)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.1j1 Make or select a statement to compare the distribution of 2 data sets</u>	<u>Statistics and Probability</u> 7 SP Draw informal comparative inferences about two populations.	7.SP.B.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the

		centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>
<u>Progress Indicator: M.DPS.1k supporting claims about the results of investigations (e.g., coordinating among the measures of central tendency and variability)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.1k1 Analyze graphs to determine or select appropriate comparative inferences about two samples or populations</u>	<u>Statistics and Probability</u> <u>7 SP Draw informal comparative inferences about two populations.</u>	<u>7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about the two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></u>
<u>Progress Indicator: M.DPS.2a conducting simple probability experiments and expressing results in terms of relative frequencies or proportions as first estimate of probability</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.2a1 Conduct simple probability experiments</u>		<u>No CCRA linked</u>
<u>Progress Indicator: E.DPS.2d describing the probability of events as being certain, likely, equally likely, unlikely, or impossible</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>7.DPS.2d1 Describe the probability of events as being certain or impossible, likely, less likely or equally likely</u>	<u>Statistics and Probability</u> <u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u>	<u>7.SP.C.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</u>
<u>7.DPS.2d2 State the theoretical probability of events occurring in terms of ratios (words, percentages, decimals)</u>	<u>Statistics and Probability</u> <u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u>	<u>7.SP.C.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</u>
<u>Progress Indicator: M.DPS.2b describing and representing (e.g., tree diagrams) all possible outcomes (sample space) and the theoretical probabilities of each outcome (as proportion of a specific outcome relative to all possible outcomes) in simple probability experiments</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.2b1 Identify sample space for a single event (coin, spinner, die)</u>		
<u>Progress Indicator: M.DPS.2d identifying sample spaces for multi-stage probability experiments (independent events) and determining the theoretical probabilities of specific event combinations</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.2d3 Using a tree diagram, represent all possible outcomes of a situation, with up to 3 compound events with 2 or 3 possibilities per category</u>		

<u>(selecting the color of shirt, pant, type of shoes)</u>		
<u>7.DPS.2d4 Make a prediction regarding the probability of an event occurring; conduct simple probability experiments</u>	<u>Statistics and Probability</u> 7 SP Investigate chance processes and develop, use, and evaluate probability models.	<u>7.SP.C.6 Approximate the probability of a chance event by collecting data on the chance process that produce it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</u>
<u>7.DPS.2d5 Compare actual results of simple experiment with theoretical probabilities</u>	<u>Statistics and Probability</u> 7 SP Investigate chance processes and develop, use, and evaluate probability models.	<u>7.SP.C.7 Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</u> <u>a) Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</u> <u>b) Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the</u>

		<u>approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</u>
Progress Indicator: M.DPS.2e designing and conducting multi-stage (compound) probability experiments (independent events) and comparing the results with theoretical probabilities		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.DPS.2e1 Determine the theoretical probability of multistage probability experiments (2 coins, 2 dice)</u>	<u>Statistics and Probability</u> <u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u>	<u>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u> <u>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</u> <u>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</u> <u>a) Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A</u>

		<u>blood, what is the probability that it will take at least 4 donors to find one with type A blood?</u>
<u>7.DPS.2e2 Collect data from multistage probability experiments (2 coins, 2 dice)</u>	<u>Statistics and Probability</u> <u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u>	<u>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u> <u>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</u> <u>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</u> <u>c) Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</u>
<u>7.DPS.2e3 Compare actual results of multistage experiment with theoretical probabilities</u>	<u>Statistics and Probability</u> <u>7 SP Investigate chance processes and</u>	<u>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u>

	<u>develop, use, and evaluate probability models.</u>	<u>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</u> <u>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</u> <u>c) Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</u>
<u>Progress Indicator: M.DPS.2f distinguishing between association of two variables and cause and effect relationship between two variables</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>No CCCs developed for this PI</u>		

<u>Progress Indicator: M.GM.1e constructing or drawing geometric shapes from given conditions (e.g., draw triangles given three angle or side measures; change scale)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>7.GM.1e1 Construct or draw plane figures using properties</u>	<u>Geometry</u> <u>7 G Draw, construct, and describe geometrical figures and describe the relationships between them.</u>	<u>7.G.A.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.</u>
<u>Progress Indicator: M.GM.1h solving real-world area, surface area, and volume problems using different strategies (formulas and decomposing figures)</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.GM.1h1 Add the area of each face of a prism to find surface area of three-dimensional objects</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.6 Solve real-world and mathematical problems involving area, volume, and surface area of two and three dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</u>
<u>7.GM.1h2 Find the surface area of three-dimensional figures using nets of rectangles or triangles</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.6 Solve real-world and mathematical problems involving area, volume, and surface area of two and three dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</u>
<u>7.GM.1h3 Find area of plane figures and surface area of solid figures (quadrilaterals)</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.6 Solve real-world and mathematical problems involving area, volume, and surface area of two and three dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</u>
<u>7.GM.1h4 Find area of an equilateral, isosceles, and scalene triangle</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical</u>	<u>7.G.B.6 Solve real-world and mathematical problems involving area, volume, and surface area of two and three dimensional</u>

	<u>problems involving angle measure, area, surface area, and volume.</u>	<u>objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.</u>
<u>7.GM.1h5 Describe the two dimensional figures that result from a decomposed three dimensional figure.</u>	<u>Geometry</u> <u>7 G Draw, construct, and describe geometrical figures and describe the relationships between them.</u>	<u>7.G.A.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.</u>
<u>Explanations and clarifications:</u>		

<u>Progress Indicator: M.ME.1d applying proportional reasoning to problems with ratios of length, area, and quantities measured in like or different units</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.ME.1d1 Solve problems that use proportional reasoning with ratios of length and area</u>	<u>Geometry</u> <u>7 G Draw, construct, and describe geometrical figures and describe the relationships between them.</u>	<u>7.G.A.1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</u>
<u>Progress Indicator: M.ME.1e exploring what happens to 2 and 3-dimensional measurements (such as surface area, area, and volume) when the figure is changed in some way (e.g., scale drawings)</u>		
<u>No CCCs developed for this PI</u>		

<u>Progress Indicator: M.ME.2c selecting and applying appropriate standard units and tools to measure to an appropriate level of precision</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.ME.2c1 Solve one step real world measurement problems involving area, volume, or surface area of two- and three-dimensional objects</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right</u>

		<u>prisms.</u>
<u>Progress Indicator: M.ME.2d using various strategies (decomposing complex shapes, using formulas) to measure volume (cones, cylinders, spheres) and area and circumference of circles</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.ME.2d1 Apply formula to measure area and circumference of circles</u>	<u>Geometry</u> 7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	<u>7.G.B.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</u>
<u>Progress Indicator: M.ME.2e solving simple problems involving scale factors, rates, and derived measures</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.ME.2e1 Solve one step real world problems related to scaling</u>	<u>Geometry</u> 7 G Draw, construct, and describe geometrical figures and describe the relationships between them.	<u>7.G.A.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.</u>
<u>7.ME.2e2 Solve one step problems involving unit rates associated with ratios of fractions</u>	<u>Ratios and Proportional Relationships</u> 7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.	<u>7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></u>
<u>Progress Indicator: M.NO.1g representing and using integers; comparing and expressing absolute value and additive inverse relationships</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.NO.1g1 Identify the additive inverse of a number (e.g., -3 and +3)</u>	<u>The Number System</u>	<u>7.NS.A.1b, 7.NS.A.1c Apply and extend previous understandings of addition and</u>

	<p><u>7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</u></p>	<p><u>subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</u></p> <p><u>b) Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.</u></p> <p><u>c) Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</u></p>
<p><u>7.NO.1g2 Identify the difference between two given numbers on a number line using absolute value</u></p>	<p><u>The Number System</u></p> <p><u>7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</u></p>	<p><u>7.NS.A.1c Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</u></p> <p><u>c) Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</u></p>

<u>Progress Indicator: M.NO.1h recognizing and modeling fractions, decimals, and percents as different representations of rational numbers</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.NO.1h1 Identify an equivalent fraction, decimal and percent when given one of the three numbers</u>	<u>Ratios and Proportional Relationships</u> 6 RP Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.3d Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. d) Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

<u>Progress Indicator: M.NO.2f describing proportional relationships and solving related problems</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.NO.2f1 Identify the proportional relationship between two quantities</u>	<u>Ratios and Proportional Relationships</u> 7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.	7.RP.A.2 Recognize and represent proportional relationships between quantities. a) Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of

		<p><u>proportional relationships.</u></p> <p>c) <u>Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</u></p> <p>d) <u>Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</u></p>
<p><u>7.NO.2f2 Determine if two quantities are in a proportional relationship using a table of equivalent ratios or points graphed on a coordinate plane</u></p>	<p><u>Ratios and Proportional Relationships</u></p> <p><u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u></p>	<p><u>7.RP.A.2 Recognize and represent proportional relationships between quantities.</u></p> <p>a) <u>Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</u></p> <p>b) <u>Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</u></p>
<p><u>7.NO.2f3 Find unit rates given a ratio</u></p>	<p><u>Ratios and Proportional Relationships</u></p>	<p><u>7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of</u></p>

	<u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u>	<u>lengths, areas and other quantities measured in like or different units</u>
<u>7.NO.2f4 Use a rate of change or proportional relationship to determine the points on a coordinate plane</u>	<u>The Number System</u> <u>6 NS Apply and extend previous understandings of numbers to the system of rational numbers</u> <u>Ratios and Proportional Relationships</u> <u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u>	<u>6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</u> <u>7.RP.A.2 Recognize and represent proportional relationships between quantities.</u> <u>d) Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.</u>
<u>7.NO.2f5 Use proportions to solve ratio problems</u>	<u>Ratios and Proportional Relationships</u> <u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u>	<u>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</u>
<u>7.NO2.f6 Solve word problems involving ratios</u>	<u>Ratios and Proportional Relationships</u> <u>6 RP Understand ratio concepts and use ratio reasoning to solve problems.</u>	<u>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and</u>

		<u>decrease, percent error.</u>
<u>Progress Indicator: M.NO.2h using operations involving percents and percent increase/decrease</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.NO.2h1 Find percents in real world contexts</u>	<u>Ratios and Proportional Relationships</u> <u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u>	<u>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</u>
<u>7.NO.2h2 Solve one step percentage increase and decrease problems</u>	<u>Ratios and Proportional Relationships</u> <u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u>	<u>7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</u>
<u>Progress Indicator: M.NO.2i using operations with rational numbers; representing rational numbers and approximations of irrational numbers on a number line</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.NO.2i1 Solve multiplication problems with positive/negative numbers</u>	<u>The Number System</u> <u>7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</u>	<u>7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</u> <u>a) Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational</u>

		<p><u>numbers by describing real-world contexts.</u></p> <p><u>b) Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</u></p> <p><u>c) Apply properties of operations as strategies to multiply and divide rational numbers.</u></p> <p><u>d) Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</u></p>
<p><u>7.NO.2i2 Solve division problems with positive/negative numbers</u></p>	<p><u>The Number System</u></p> <p><u>7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</u></p>	<p><u>7.NS.A.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</u></p> <p><u>a) Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</u></p>

		<p>b) <u>Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.</u></p> <p>c) <u>Apply properties of operations as strategies to multiply and divide rational numbers.</u></p> <p>d) <u>Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</u></p>
<u>Explanations and clarifications: Not included: M.NO.2g using operations with complex fractions</u>		

<u>Progress Indicator: M.NO.3c using stated assumptions, definitions, patterns, and previously established results in constructing mathematical arguments</u>			
<u>Core Content Connectors: 7-8</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice⁶</u>	
<u>7-8.NO.3c1 Use the rules for mathematical operations to verify the results when more than one operation is required to solve a problem</u>	<u>7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>structure. Look for and express regularity in repeated reasoning.</u>	
<u>7-8.NO.3c2 Explain the selection of rule(s) to use to verify a response</u>	<u>7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>7-8.NO.3c3 Analyze provided information (e.g., a graph) to describe the relationship between two quantities</u>	<u>7.RP Analyze proportional relationships and use them to solve real-world mathematical problems</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>7-8.NO.3c4 Construct an argument using established data and any given pattern within that data</u>	<u>8.SP Investigate patterns of association in bivariate data</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and</u>

		<u>and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>express regularity in repeated reasoning.</u>
<u>7-8.NO.3c5 Explain each step to solve a problem (e.g., explain how to solve a multi-step equation)</u>	<u>7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>Explanations and clarifications: It was decided to not address M.NO.3d making conjectures and building a logical progression of statements to explore the truth of conjectures due to the complex nature of the PI for this population of students.</u>			

<u>Progress Indicator: M.PRF.1e representing and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.PRF.1e1 Determine unit rates associated with ratios of lengths, areas, and other quantities measured in like units</u>	<u>Ratios and Proportional Relationships</u> <u>7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.</u>	<u>7.RP.A.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas, and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each</u>

		<i>1/4 hour, compute the unit rate as the complex fraction $\frac{1}{2} / \frac{1}{4}$ miles per hour, equivalently 2 miles per hour.</i>
<u>7.PR.1e2 Represent proportional relationships on a line graph</u>	<u>Ratios and Proportional Relationships</u> 7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.	7.RP.A.2 Recognize and represent proportional relationships between quantities. b) Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
<u>Progress Indicator: M.PR.1f identifying essential quantitative relationship(s) in a situation and using symbolic expressions to represent it and draw reasonable conclusions from it</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.PR.1f1 Use proportional relationships to solve multistep percent problems in real world situations</u>	<u>Ratios and Proportional Relationships</u> 7 RP Analyze proportional relationships and use them to solve real-world and mathematical problems.	7.RP.A.3 Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>
<u>Progress Indicator: M.PR.1g modeling, solving, and explaining contextualized problems using various representations such as graphs, tables, functions, and equations</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.PR.1g1 Solve real world multi step problems using whole numbers</u>	<u>Expressions and Equations</u> 7 EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	7.EE.B.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness

		<p><u>of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 ¾ inches long in the center of a door that is 27 ½ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</u></p>
<p><u>7.PR.1g2 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities</u></p>	<p><u>Expressions and Equations</u></p> <p><u>7 EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</u></p>	<p><u>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</u></p> <p><u>a) Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</u></p> <p><u>b) Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of</u></p>

		<u>the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</u>
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Progress Indicator: M.PRF.2a representing, analyzing, extending, and generalizing a variety of patterns using tables, graphs, words, and symbolic rules

<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.PRF.2a5 Use variables to represent two quantities in a real-world problem that change in relationship to one another</u>	<u>Expressions and Equations</u> 6 EE Represent and analyze quantitative relationships between dependent and independent variables.	6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. <i>Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i>

Progress Indicator: M.PRF.2d solving linear equations and formulating and explaining reasoning about expressions and equations

<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.PRF.2d1 Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific</u>	<u>Expressions and Equations</u> 7 EE Solve real-life and mathematical	7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations

<u>rational numbers</u>	<u>problems using numerical and algebraic expressions and equations.</u>	<u>and inequalities to solve problems by reasoning about the quantities.</u> <u>b) Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</u>
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<u>Progress Indicator: M.SE.1f writing and interpreting mathematical expressions, equations, and inequalities that correspond to given situations</u>		
<u>Core Content Connectors: 7</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>7.SE.1f1 Set up equations with 1 variable based on real world problems</u>	<u>Expressions and Equations</u> <u>7 EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</u>	<u>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</u>
<u>7.SE.1f2 Solve equations with 1 variable based on real world problems</u>	<u>Expressions and Equations</u> <u>7 EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</u>	<u>7.EE.B.4 Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</u>
<u>7.SE.1f3 Add and subtract linear expressions.</u>	<u>Expressions and Equations</u> <u>7 EE Use properties of operations to</u>	<u>7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</u>

	<u>generate equivalent expressions</u>	
<u>7.SE.1f4 Factor and expand linear expressions.</u>	<u>Expressions and Equations</u> 7 EE Use properties of operations to generate equivalent expressions	<u>7.EE.A.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</u>
<u>Explanations and clarifications:</u>		

Mathematics | Grade 8 | Overview

<u>The Number System (NS)</u>
<ul style="list-style-type: none"> Know that there are numbers that are not rational, and approximate them by rational numbers.
<u>Expressions and Equations (EE)</u>
<ul style="list-style-type: none"> Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.
<u>Functions (F)</u>
<ul style="list-style-type: none"> Define, evaluate, and compare functions. Use functions to model relationships between quantities.
<u>Geometry (G)</u>
<ul style="list-style-type: none"> Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
<u>Statistics and Probability (SP)</u>
<ul style="list-style-type: none"> Investigate patterns of association in bivariate data.

<u>Progress Indicator: M.DPS.1f formulating questions about groups larger than classroom groups, comparing different populations or samples, and involving two variables</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.DPS.1f1 Formulate a research question to study</u>		No CCRA linked
<u>8.DPS.1f2 Identify two variables to study in a given a research question</u>		No CCRA linked
<u>8.DPS.1f3 Construct a two-way table summarizing data on two categorical variables collected from the same subjects; identify possible association</u>	<u>Statistics and Probability</u> 8 SP Investigate patterns of association in bivariate data.	8.SP.A.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way

<u>between the two variables</u>		<u>table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></u>
<u>Progress Indicator: M.DPS.1g displaying and interpreting univariate data using dot plots, histograms, and circle graphs</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.DPS.1g2 Graph data using line graphs, histograms, or box plots</u>	<u>Statistics and Probability</u> <u>8 SP Investigate patterns of association in bivariate data.</u>	<u>8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and non linear association.</u>
<u>Progress Indicator: M.DPS.1h displaying data in scatter plots and investigating the association between the variables</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.DPS.1h1 Graph bivariate data using scatter plots and identify possible associations between the variables</u>	<u>Statistics and Probability</u> <u>8 SP Investigate patterns of association in bivariate data.</u>	<u>8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and non linear association.</u>
<u>Progress Indicator: M.DPS.1i using box plots, interquartile range, mean absolute deviation, range, and the concept of outliers</u>		

<u>to characterize the distribution (variability) of univariate data</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.DPS.1i3 Using box plots and scatter plots, identify data points that appear to be outliers</u>	<u>Statistics and Probability</u> 8 SP Investigate patterns of association in bivariate data.	<u>8.SP.A.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and non linear association.</u>
<u>8.DPS.1i4 Identify outliers, range, mean, median, and mode</u>	<u>Statistics and Probability</u> 6 SP Summarize and describe distributions.	<u>6.SP.B.5 Summarize numerical data sets in relation to their context, such as by:</u> <u>c) Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</u>
<u>Progress Indicator: M.DPS.1j comparing two unequal distributions of data using number of data points, measures of central tendency, shape, and variability (numerical data), and two-way tables (categorical variables)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.DPS.1j2 Make or select an appropriate statement based upon two unequal data sets using measure of central tendency and shape</u>	<u>Statistics and Probability</u> 7 SP Draw informal comparative inferences about two populations.	<u>7.SP.B.4 Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about the two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade</i></u>

		<i>science book.</i>
<u>Progress Indicator: M.DPS.1k supporting claims about the results of investigations (e.g., coordinating among the measures of central tendency and variability)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.DPS.1k2 Analyze displays of bivariate data to develop or select appropriate claims about those data</u>	<u>Statistics and Probability</u> <u>8 SP Investigate patterns of association in bivariate data.</u>	<u>8.SP.A.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</u>
<u>Progress Indicator: M.DPS.2e designing and conducting multi-stage (compound) probability experiments (independent events) and comparing the results with theoretical probabilities</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.DPS.2e4 Determine the theoretical probability of multistage probability experiments (2 coins, 2 dice)</u>	<u>Statistics and Probability</u> <u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u>	<u>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u> <u>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the</u>

		<p><u>sample space for which the compound event occurs.</u></p> <p><u>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</u></p> <p><u>c) Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</u></p>
<p><u>8.DPS.2e5 Collect data from multistage probability experiments (2 coins, 2 dice)</u></p>	<p><u>Statistics and Probability</u></p> <p><u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u></p>	<p><u>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u></p> <p><u>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</u></p> <p><u>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g.,</u></p>

		<p><u>"rolling double sixes"), identify the outcomes in the sample space which compose the event.</u></p> <p><u>c) Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</u></p>
<p><u>8.DPS.2e6 Compare actual results of multistage experiment with theoretical probabilities</u></p>	<p><u>Statistics and Probability</u></p> <p><u>7 SP Investigate chance processes and develop, use, and evaluate probability models.</u></p>	<p><u>7.SP.C.8 Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</u></p> <p><u>a) Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</u></p> <p><u>b) Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.</u></p> <p><u>c) Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation</u></p>

		<i>tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>
<u>Progress Indicator: M.DPS.2g using simple lines to model association between two numerical variables in a bivariate data set</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.DPS.2g1 Distinguish between a linear and non-linear association when analyzing bivariate data on a scatter plot</u>	<u>Statistics and Probability</u> <u>8 SP Investigate patterns of association in bivariate data.</u>	<u>8.SP.A.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</u>
<u>8.DPS.2g2 Interpret the slope and the y-intercept of a line in the context of a problem</u>	<u>Statistics and Probability</u> <u>8 SP Investigate patterns of association in bivariate data.</u>	<u>8.SP.A.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></u>
<u>Progress Indicator: M.GM.1f recognizing and demonstrating rotations, reflections, and translations using multiple contexts (e.g., using coordinates, models, drawings, technology)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.GM.1f1 Recognize a rotation, reflection, or translation of a figure</u>	<u>Geometry</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or</u>	<u>8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations:</u>

	<u>geometry software.</u>	<u>a) Lines are taken to lines, and line segments to line segments of the same length.</u> <u>b) Angles are taken to angles of the same measure.</u> <u>c) Parallel lines are taken to parallel lines.</u>
<u>8.GM.1f2 Identify a rotation, reflection, or translation of a plane figure when given coordinates</u>	<u>Geometry</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or geometry software.</u>	<u>8.G.A.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.</u>
<u>Progress Indicator: M.GM.1g demonstrating congruence and similarity using a variety of two-dimensional figures</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.GM.1g1 Recognize congruent and similar figures</u>	<u>Geometry</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or geometry software.</u>	<u>8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</u>
<u>Progress Indicator: M.GM.1i exploring and explaining angle relationships (e.g., pairs of parallel lines cut by a transversal, including perpendicular lines)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.GM.1i1 Identify supplementary angles</u>	<u>Geometry</u> <u>7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</u>	<u>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</u>

<u>8.GM.1i2 Identify complimentary angles</u>	<u>Geometry</u> 7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	<u>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</u>
<u>8.GM.1i3 Identify adjacent angles</u>	<u>Geometry</u> 7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	<u>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</u>
<u>8.GM.1i4 Use angle relationships to find the value of a missing angle</u>	<u>Geometry</u> 7 G Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. 8 G Understand congruence and similarity using physical models, transparencies, or geometry software.	<u>7.G.B.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</u> <u>8.G.A.5 Use informal arguments to establish facts about the angle sum and exterior angle for triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and given an argument in terms of transversals why this is so.</i></u>
<u>Progress Indicator: M.GM.1j applying the Pythagorean Theorem</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.GM.1j1 Find the hypotenuse of a two-dimensional right triangle (Pythagorean Theorem)</u>	<u>Geometry</u> 8 G Understand and apply the Pythagorean Theorem.	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>

<u>8.GM.1j2 Find the missing side lengths of a two-dimensional right triangle (Pythagorean Theorem)</u>	<u>Geometry</u> 8 G Understand and apply the Pythagorean Theorem.	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>
<u>Explanations and clarifications:</u>		

<u>Progress Indicator: M.ME.1d applying proportional reasoning to problems with ratios of length, area, and quantities measured in like or different units</u>		
<u>No CCCs developed for this PI</u>		
<u>Progress Indicator: M.ME.1e exploring what happens to 2 and 3-dimensional measurements (such as surface area, area, and volume) when the figure is changed in some way (e.g., scale drawings)</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.ME.1e1 Describe the changes in surface area, area, and volume when the figure is changed in some way (e.g., scale drawings)</u>	<u>Geometry</u> 8 G Understand congruence and similarity using physical models, transparencies, or geometry software.	<u>8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</u>
<u>8.ME.1e1 Compare area and volume of similar figures</u>	<u>Geometry</u> 8 G Understand congruence and similarity using physical models, transparencies, or geometry software.	<u>8.G.A.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</u>

<u>Progress Indicator: M.ME.2d using various strategies (decomposing complex shapes, using formulas) to measure volume</u>
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<u>(cones, cylinders, spheres) and area and circumference of circles</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.ME.2d2 Apply the formula to find the volume of 3-dimensional shapes (i.e., cubes, spheres, and cylinders)</u>	<u>Geometry</u> 8 G Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	<u>8.G.C.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.</u>
<u>Progress Indicator: M.ME.2f applying the Pythagorean Theorem to determine lengths/distances in real-world situations</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.ME.2f1 Apply the Pythagorean Theorem to determine lengths/distances in real-world situations</u>	8 G Understand and apply the Pythagorean Theorem.	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>
<u>Progress Indicator: M.NO.1i using exponents and scientific notation to express very large or very small quantities</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.NO.1i1 Convert a number expressed in scientific notation up to 10,000</u>	<u>Expressions and Equations</u> 8 EE Work with radicals and integer exponents.	<u>8.EE.A.3 Use numbers expressed in the form of a single digit times a whole-number power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3 times 10⁸ and the population of the world as 7 times 10⁹, and determine that the world population is more than 20 times larger.</u>
<u>Progress Indicator: M.NO.1j Making interpretations and comparisons of scientific notation produced by technology or appearing in various media</u>		

<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.NO.1j1 Perform operations with numbers expressed in scientific notation.</u>	<u>Expressions and Equations</u> 8 EE Work with radicals and integer exponents.	8.EE.A.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
<u>Progress Indicator: M.NO.1k distinguishing rational numbers (terminating and repeating) from irrational numbers (non-terminating and non-repeating), and recognizing that together they form the real number system and that both can be represented on the number line</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.NO.1k1 Identify π as an irrational number</u>	<u>The Number System</u> 8 NS Know that there are numbers that are not rational, and approximate them by rational numbers.	8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
<u>8.NO.1k2 Round irrational numbers to the hundredths place</u>	<u>The Number System</u> 8 NS Know that there are numbers that are not rational, and approximate them by rational numbers.	8.NS.A.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
<u>8.NO.1k3 Use approximations of irrational numbers to locate them on a</u>	<u>The Number System</u>	8.NS.A.2 Use rational approximations of irrational numbers to compare the size of

<u>number line</u>	8 NS Know that there are numbers that are not rational, and approximate them by rational numbers.	<u>irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</u>
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<u>Progress Indicator: M.NO.2i using operations with rational numbers; representing rational numbers and approximations of irrational numbers on a number line</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.NO.2i3 Solve one step addition, subtraction, multiplication, division problems with fractions, decimals, and positive/negative numbers</u>	<u>The Number System</u> 7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. d) Apply properties of operations as strategies to add and subtract rational numbers. 7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.
<u>8.NO.2i4 Solve two step addition, subtraction, multiplication, and division problems with fractions, decimals, or positive/negative numbers</u>	<u>The Number System</u> 7 NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. d) Apply properties of operations as

		<u>strategies to add and subtract rational numbers.</u> <u>7.NS.A.3 Solve real-world and mathematical problems involving the four operations with rational numbers.</u>
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<u>Progress Indicator: M.NO.3c using stated assumptions, definitions, patterns, and previously established results in constructing mathematical arguments</u>			
<u>Core Content Connectors:</u> <u>7-8</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice⁶</u>	
<u>7-8.NO.3c1 Use the rules for mathematical operations to verify the results when more than one operation is required to solve a problem</u>	<u>7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>7-8.NO.3c2 Explain the selection of rule(s) to use to verify a response</u>	<u>7.NS Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated</u>

	<u>rational numbers</u>	<u>arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>reasoning.</u>
<u>7-8.NO.3c3 Analyze provided information (e.g., a graph) to describe the relationship between two quantities</u>	<u>7.RP Analyze proportional relationships and use them to solve real-world mathematical problems</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>7-8.NO.3c4 Construct an argument using established</u>	<u>8.SP Investigate patterns of association in bivariate data</u>	<u>Make sense of problems & persevere in solving them.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and</u>

<u>data and any given pattern within that data</u>		<u>Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>7-8.NO.3c5 Explain each step to solve a problem (e.g., explain how to solve a multi-step equation)</u>	<u>7.EE Solve real-life and mathematical problems using numerical and algebraic expressions and equations</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

Explanations and clarifications: It was decided to not address **M.NO.3d making conjectures and building a logical progression of statements to explore the truth of conjectures** due to the complex nature of the PI for this population of students.

Progress Indicator: M.PRF.1e representing and computing unit rates associated with ratios of lengths, areas, and other quantities measured in like or different units

<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.PRF.1e2 Represent proportional relationships on a line graph</u>	<u>Expressions and Equations</u> <u>8 EE Understand the connections between proportional relationships, lines, and linear equations.</u>	<u>8.EE.B.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i></u>

Progress Indicator: M.PRF.1f identifying essential quantitative relationships in a situation and using symbolic expressions to represent it and draw reasonable conclusions from it

<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.PRF.1f 2 Describe or select the relationship between the two quantities given a line graph of a situation</u>	<u>Functions</u> <u>8 F Use functions to model relationships between quantities.</u>	<u>8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</u>

Progress Indicator: M.PRF.1g modeling, solving, and explaining contextualized problems using various representations such as graphs, tables, functions, and equations

<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.PRF.1g3 Solve linear equations with 1 variable</u>	<u>Expressions and Equations</u> <u>8 EE Analyze and solve linear equations</u>	<u>8.EE.C.7 Solve linear equations in one variable.</u>

	<u>and pairs of simultaneous linear equations.</u>	<p><u>a) Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different).</u></p> <p><u>b) Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.</u></p>
<u>8.PRF.1g4Solve systems of two linear equations in two variables and graph the results.</u>	<p><u>Expressions and Equations</u></p> <p><u>8 EE Analyze and solve linear equations and pairs of simultaneous linear equations.</u></p>	<p><u>8.EE.C.8 Analyze and solve pairs of simultaneous linear equations.</u></p> <p><u>a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</u></p> <p><u>b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</u></p>

		<u>c) Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</u>
<u>8.PR.1g5 Solve real world and mathematical problems leading to two linear equations in two variables.</u>	<u>Expressions and Equations</u> <u>8 EE Analyze and solve linear equations and pairs of simultaneous linear equations.</u>	<u>8.EE.C.8 Analyze and solve pairs of simultaneous linear equations.</u> <u>a) Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.</u> <u>b) Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</u> <u>c) Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</u>

<u>Progress Indicator: M.PRF.2c relating and comparing different forms of representation and identifying functions as linear or nonlinear</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.PRF.2c1 Given two graphs, describe the function as linear and not linear</u>	<u>Functions</u> <u>8 F Define, evaluate, and compare functions.</u> <u>8 F Use functions to model relationships between quantities.</u>	<u>8.F.A.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</u> <u>8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.</u>
<u>Progress Indicator: M.PRF.2e using functions to describe quantitative relationships</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>8.PRF.2e1 Distinguish between functions and non-functions, using equations, graphs or tables</u>		<u>No CCRA linked</u>
<u>8.PRF.2e2 Identify the rate of change (slope) and initial value (y-intercept) from graphs</u>	<u>Functions</u> <u>8 F Use functions to model relationships between quantities.</u>	<u>8.F.B.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from</u>

		a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
<u>8.PR.F.2e3 Given a verbal description of a situation, create or identify a graph to model the situation</u>	<u>Functions</u> 8 F Use functions to model relationships between quantities.	8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
<u>8.PR.F.2e4 Given a graph of a situation, generate a description of the situation</u>	<u>Functions</u> 8 F Use functions to model relationships between quantities.	8.F.B.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
<u>8.PR.F.2e5 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</u>	<u>Functions</u> 8 F Define, evaluate, and compare functions.	8.F.A.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i>
<u>Progress Indicator: M.SE.1f writing and interpreting mathematical expressions, equations, and inequalities that correspond to given situations</u>		
<u>Core Content Connectors: 8</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>

<u>8.SE.1f5 Use properties of integer exponents to produce equivalent expressions</u>	<u>Expressions and Equations</u> <u>8 EE Work with radicals and integer exponents</u>	<u>8.EE.A.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.</u>
<u>Explanations and clarifications:</u>		

Mathematics | Grade High School | Overview

<u>Interpreting Functions (IF)</u>
<ul style="list-style-type: none">• <u>Understand the concept of a function and use function notation</u>• <u>Interpret functions that arise in applications in terms of the context</u>• <u>Analyze functions using different representations</u>
<u>Building Functions (BF)</u>
<ul style="list-style-type: none">• <u>Build a function that models a relationship between two quantities</u>• <u>Build new functions from existing functions</u>
<u>Linear, Quadratic, and Exponential Models (LE)</u>
<ul style="list-style-type: none">• <u>Construct and compare linear, quadratic, and exponential models and solve problems</u>• <u>Interpret expressions for functions in terms of the situation they model</u>
<u>Trigonometric Functions (TF)</u>
<ul style="list-style-type: none">• <u>Extend the domain of trigonometric functions using the unit circle</u>• <u>Model periodic phenomena with trigonometric functions</u>• <u>Prove and apply trigonometric identities</u>
<u>Congruence (CO)</u>
<ul style="list-style-type: none">• <u>Experiment with transformations in the plane</u>• <u>Understand congruence in terms of rigid motions</u>• <u>Prove geometric theorems</u>• <u>Make geometric constructions</u>
<u>Similarity, Right Triangles, and Trigonometry (SRT)</u>
<ul style="list-style-type: none">• <u>Understand similarity in terms of similarity transformations</u>• <u>Prove theorems involving similarity</u>• <u>Define trigonometric ratios and solve problems involving right triangles</u>• <u>Apply trigonometry to general triangles</u>
<u>Circles (C)</u>
<ul style="list-style-type: none">• <u>Understand and apply theorems about circles</u>• <u>Find arc lengths and areas of sectors of circles</u>
<u>Expressing Geometric Properties with Equations (GPE)</u>
<ul style="list-style-type: none">• <u>Translate between the geometric description and the equation for a conic section</u>

<ul style="list-style-type: none"> • <u>Use coordinates to prove simple geometric theorems algebraically</u>
<u>Geometric Measurement and Dimension (GMD)</u>
<ul style="list-style-type: none"> • <u>Explain volume formulas and use them to solve problems</u> • <u>Visualize relationships between two dimensional and three-dimensional objects</u>
<u>Modeling with Geometry (MD)</u>
<ul style="list-style-type: none"> • <u>Apply geometric concepts in modeling situations</u>
<u>The Real Number System (RN)</u>
<ul style="list-style-type: none"> • <u>Extend the properties of exponents to rational exponents</u> • <u>Use properties of rational and irrational numbers.</u>
<u>Quantities (Q)</u>
<ul style="list-style-type: none"> • <u>Reason quantitatively and use units to solve problems.</u>
<u>The Complex Number System (CN)</u>
<ul style="list-style-type: none"> • <u>Perform arithmetic operations with complex numbers</u> • <u>Represent complex numbers and their operations on the complex plane</u> • <u>Use complex numbers in polynomial identities and equations.</u>
<u>Vector and Matrix Quantities (VM)</u>
<ul style="list-style-type: none"> • <u>Represent and model with vector quantities.</u> • <u>Perform operations on vectors.</u> • <u>Perform operations on matrices and use matrices in applications.</u>
<u>Seeing Structure in Expressions (SSE)</u>
<ul style="list-style-type: none"> • <u>Interpret the structure of expressions</u> • <u>Write expressions in equivalent forms to solve problems</u>
<u>Arithmetic with Polynomials and Rational Expressions (APR)</u>
<ul style="list-style-type: none"> • <u>Perform arithmetic operations on polynomials</u> • <u>Understand the relationship between zeros and factors of polynomials</u> • <u>Use polynomial identities to solve problems</u> • <u>Rewrite rational expressions</u>
<u>Creating Equations (CED)</u>
<ul style="list-style-type: none"> • <u>Create equations that describe numbers or relationships</u>
<u>Reasoning with Equations and Inequalities (REI)</u>
<ul style="list-style-type: none"> • <u>Understand solving equations as a process of reasoning and explain the reasoning</u>

• <u>Solve equations and inequalities in one variable</u>
• <u>Solve systems of equations</u>
• <u>Represent and solve equations and inequalities graphically</u>
<u>Interpreting Categorical and Quantitative Data (ID)</u>
• <u>Summarize, represent, and interpret data on a single count or measurement variable</u>
• <u>Summarize, represent, and interpret data on two categorical and quantitative variables</u>
• <u>Interpret linear models</u>
<u>Making Inferences and Justifying Conclusions (IC)</u>
• <u>Understand and evaluate random processes underlying statistical experiments</u>
• <u>Make inferences and justify conclusions from sample surveys, experiments and observational studies</u>
<u>Conditional Probability and the Rules of Probability (CP)</u>
• <u>Understand independence and conditional probability and use them to interpret data</u>
• <u>Use the rules of probability to compute probabilities of compound events in a uniform probability model</u>
<u>Using Probability to Make Decisions (MD)</u>
• <u>Calculate expected values and use them to solve problems</u>
• <u>Use probability to evaluate outcomes of decisions</u>

Progress Indicator: H.DPS.1a designing and conducting different kinds of studies using categorical and numerical data, explain results, and use data to estimate a population mean or proportion: a. observational studies (e.g., traffic patterns at an intersection near the school); b. sample surveys (a survey of student nutritional habits); c. simple comparative experiments (e.g., comparisons of water and fertilizer treatments in a plant growth experiment)

<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.DPS.1a1 Design study using categorical and continuous data, including creating a question, identifying a sample, and making a plan for data collection</u>	<u>Interpreting Categorical and Quantitative Data</u> S ID Summarize, represent and interpret data on two categorical and quantitative variables.	HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. Recognize possible associations and trends in the data.

Progress Indicator: H.DPS.1b representing data with plots on the real number line (dot plots, histograms, box plots)

<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.DPS.1b1 Complete a graph given the data, using dot plots, histograms, or box plots</u>	<u>Interpreting Categorical and Quantitative Data</u> S ID Summarize, represent, and interpret data on a single count or measurement variable.	HSS.ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
<u>Progress Indicator: H.DPS.1c analyzing and summarizing the data resulting from studies using statistical measures appropriate to shape of the data (median, mean) and spread (interquartile range, standard deviation), and using data to support inferences (population parameters, sample size) or explain possible outliers</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.DPS.1c1 Use descriptive stats; range, median, mode, mean, outliers/gaps to describe the data set</u>	<u>Interpreting Categorical and Quantitative Data</u> S ID Summarize, represent, and interpret data on a single count or measurement variable. S ID Summarize, represent and interpret data on two categorical and quantitative variables.	HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center and spread of two or more different data sets. HSS.ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve. HSS.ID.B.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. Recognize possible associations and trends in the data.
<u>H.DPS.1c2 Compare means, median, and range of 2 sets of data</u>	<u>Interpreting Categorical and Quantitative Data</u>	HSS.ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread

	<u>S ID Summarize, represent and interpret data on two categorical and quantitative variables.</u>	<u>(interquartile range, standard deviation) of two or more different data sets.</u>
<u>H.DPS.1c3 Determine what inferences can be made from statistics</u>	<u>Making Inferences and Justifying Conclusions</u> <u>S IC Understand and evaluate random processes underlying statistical experiments.</u>	<u>HSS.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</u>
<u>Progress Indicator: H.DPS.1d representing and interpreting data (graphs, scatter plots) to explain how variables are related, or to fit a function to the data</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.DPS.1d1 Represent data on a scatter plot to describe and predict</u>	<u>Interpreting Categorical and Quantitative Data</u> <u>S ID Summarize, represent and interpret data on two categorical and quantitative variables.</u>	<u>HSS.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</u>
<u>H.DPS.1d2 Select an appropriate statement that describes the relationship between variables</u>	<u>Interpreting Categorical and Quantitative Data</u> <u>S ID Summarize, represent and interpret data on two categorical and quantitative variables.</u>	<u>HSS.ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</u>
<u>H.DPS.1d3 Make or select an appropriate statement(s) about findings</u>	<u>Making Inferences and Justifying Conclusions</u> <u>S IC Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</u>	<u>HSS.ID.B.6 Evaluate reports based on data.</u>
<u>H.DPS.1d4 Apply the results of the data to a real world situation</u>	<u>Making Inferences and Justifying Conclusions</u> <u>S IC Make inferences and justify conclusions</u>	<u>HSS.ID.B.6 Evaluate reports based on data.</u>

	<u>from sample surveys, experiments, and observational studies.</u>	
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Progress Indicator: H.DSP.2b exploring (framing effects) the degree to which we rate something as "good" or "bad"/"desirable" or "undesirable" when numerical information is presented positively (75% lean) or negatively (25% fat)

<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.DPS.2b1 Identify and describe the degree to which something is rated "good" or "bad"/desirable or undesirable based on numerical information</u>	<u>Using Probability to Make Decisions</u> <u>S MD Use probability to evaluate outcomes of decisions.</u>	<u>HSS.MD.B.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).</u>

Progress Indicator: H.DSP.2c designing and conducting multi-stage (compound) probability experiments (independent events) and comparing the results with theoretical probabilities

<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.DPS.2c1 Determine the theoretical probability of multistage probability experiments</u>	<u>Using Probability to Make Decisions</u> <u>S MD Calculate expected values and use them to solve problems.</u>	<u>HSS.MD.A.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</i></u>
<u>H.DPS.2c2 Collect data from multistage probability experiments</u>	<u>Using Probability to Make Decisions</u> <u>S MD Calculate expected values and use them to solve problems.</u>	<u>HSS.MD.A.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. <i>For example, find the theoretical probability distribution for the number of correct answers obtained by</i></u>

		<u>guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</u>
<u>H.DPS.2c3 Compare actual results of multistage experiment with theoretical probabilities</u>	<u>Using Probability to Make Decisions</u> <u>S MD Calculate expected values and use them to solve problems.</u>	<u>HSS.MD.A.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.</u>
<u>Progress Indicator: H.DSP.2d constructing and interpreting two-way frequency tables when two categories are associated with each object being classified</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.DPS.2d1 Select or make an appropriate statement based on a two-way frequency table</u>	<u>Conditional Probability and the Rules of Probability</u> <u>S CP Understand independence and conditional probability and use them to interpret data.</u>	<u>HSS.CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other</u>

		<u>subjects and compare the results.</u>
<u>Progress Indicator: H.DSP.2e researching and finding real-world examples and explaining the concept of conditional probability (e.g., compare the chances of having lung cancer if you are a smoker with the chances of being a smoker if you have lung cancer)</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.DPS.2e1 Select or make an appropriate statement based on real world examples of conditional probability</u>	<u>Conditional Probability and the Rules of Probability</u> <u>S CP Understand independence and conditional probability and use them to interpret data.</u>	<u>HSS.CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.</i></u>

<u>Progress Indicator: H.GM.1a applying the Pythagorean Theorem</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.GM.1a1 Find the hypotenuse of a two-dimensional right triangle (Pythagorean Theorem)</u>	<u>Geometry</u> <u>8 G Understand and apply the Pythagorean Theorem.</u>	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>
<u>H.GM.1a2 Find the missing side lengths of a two-dimensional right triangle (Pythagorean Theorem)</u>	<u>Geometry</u> <u>8 G Understand and apply the Pythagorean Theorem.</u>	<u>8.G.B.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.</u>
<u>H.GM.1a3 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</u>	<u>Geometry</u> <u>8 G Understand and apply the Pythagorean Theorem.</u>	<u>8.G.B.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.</u>
<u>Progress Indicator: H.GM.1b using congruence and similarity relationships to solve problems, including triangle congruence relationships</u>		

<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.GM.1b1 Use definitions to demonstrate congruency and similarity in figures</u>	<u>Congruence</u> <u>G CO Understand congruence in terms of rigid motions.</u> <u>Similarity, Right Triangles, and Trigonometry</u> <u>G.SRT Understand similarity in terms of similarity transformations.</u>	<u>HSG.CO.B.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.</u> <u>HSG.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</u>
<u>Progress Indicator: H.GM.1c applying understanding of rotations, reflections, and translations to construct figures (e.g., using coordinates, models, drawings, transparencies, dynamic geometry software)</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.GM.1c1 Construct, draw or recognize a figure after its rotation, reflection, or translation</u>	<u>Congruence</u> <u>G CO Experiment with transformations in the plane.</u>	<u>HSG.CO.A.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure. Specify a sequence of transformation that will carry a given figure onto another.</u> <u>HSG.CO.A.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry onto itself.</u>
<u>Progress Indicator: H.GM.1d applying scale factors in solving multiple similarity problems, including transformations in the coordinate plane and similarity relationships with right triangles</u>		

<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.GM.1d1 Use the reflections, rotations, or translations in the coordinate plane to solve problems with right angles</u>	<u>Geometry</u> <u>8 G Understand congruence and similarity using physical models, transparencies, or geometry software.</u> <u>Similarity, Right Triangles, and Trigonometry</u> <u>G SRT Understand similarity in terms of similarity transformations.</u>	<u>8.G.A.1 Verify experimentally the properties of rotations, reflections, and translations</u> <u>a) Lines are taken to lines, and line segments to line segments of the same length.</u> <u>b) Angles are taken to angles of the same measure.</u> <u>c) Parallel lines are taken to parallel lines.</u> <u>HSG.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformation the meaning of similarity for triangles and the equality of all corresponding pairs and angles and the proportionality of all corresponding pairs of sides.</u>
<u>Progress Indicator: H.GM.1e making various geometric constructions, including use of dynamic geometry software, and creating informal proofs of relationships (lines and angles, circles, polygons)</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.GM.1e1 Make formal geometric constructions with a variety of tools and methods</u>	<u>Congruence</u> <u>G CO Make Geometric constructions.</u>	<u>HSG.CO.D.12 Make formal geometric constructions with a variety of tools and methods (compass and straight edge, string, reflective devices, paper folding dynamic geometric software, etc.) Copying a segment; copying an angle; bisecting a</u>

		<u>segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.</u>
<u>Explanations and clarifications:</u> High school standards not addressed; will be in a separate document		

<u>Progress Indicator: H.ME.1a making decisions about units and scales that are appropriate for problem-solving situations within or across mathematics disciplines or real world contexts</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.ME.1a1 Determine the necessary unit(s) to use to solve real world problems</u>	<u>Quantities</u> <u>N Q Reason quantitatively and use units to solve problems.</u>	<u>HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</u>
<u>H.ME.1a2 Solve real world problems involving units of measurement</u>	<u>Quantities</u> <u>N Q Reason quantitatively and use units to solve problems.</u>	<u>HSN.Q.A.1 Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.</u>
<u>Progress Indicator: H.ME.1b investigating the results when linear dimensions of objects change by some factor (e.g., area and volume change disproportionately: area in proportion to the square of the factor and volume in proportion to its cube)</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.ME.1b1 Describe the relationship between the attributes of a figure and the changes in the area or volume when 1 attribute is changed</u>	<u>Expressing Geometric Properties with Equations</u> <u>G MG Explain volume formulas and use them to solve problems.</u>	<u>HSG.MG.A.1 Use geometric shapes and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).</u>

<u>H.ME.1b2 Solve a linear equation to find a missing attribute given the area, surface area, or volume and the other attribute</u>	<u>Reasoning with Equations and Inequalities</u> <u>A REI Solve equations and inequalities in one variable.</u>	<u>HSA.REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.</u>
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<u>Progress Indicator: H.ME.2a analyzing levels of precision, accuracy, and approximate error in measurement situations</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.ME.2a1 Describe the accuracy of measurement when reporting quantity (you can lessen your limitations by measuring precisely)</u>	<u>Quantities</u> <u>N Q Reason quantitatively and use units to solve problems.</u>	<u>HSN.Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</u>
<u>Progress Indicator: H.ME.2b using techniques of measurement, estimating, or calculating to compare or analyze two- and three-dimensional figures and their parts</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.ME.2b1 Determine the dimensions of a figure after dilation</u>	<u>Similarity, Right Triangles, and Trigonometry</u> <u>G SRT Understand similarity in terms of similarity transformations.</u>	<u>HSG.SRT.A.1 Verify experimentally the properties of dilations given by a center and a scale factor:</u> <u>a) A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.</u> <u>b) The dilation of a line segment is longer or shorter in the ratio given by the scale factor.</u>

<u>H.ME.2b2 Determine if 2 figures are similar</u>	<u>Similarity, Right Triangles, and Trigonometry</u> <u>G SRT Understand similarity in terms of similarity transformations.</u>	<u>HSG.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</u>
<u>H.ME.2b3 Describe or select why two figures are or are not similar</u>	<u>Similarity, Right Triangles, and Trigonometry</u> <u>G SRT Understand similarity in terms of similarity transformations.</u>	<u>HSG.SRT.A.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.</u>
<u>H.ME.2b4 Apply the formula to the area of a sector (e.g., area of a slice of pie)</u>	<u>Circles</u> <u>G C Find arc lengths and areas of sectors of circles.</u>	<u>HSG.C.B.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.</u>
<u>H.ME.2b5 Apply the formula of geometric figures to solve design problems (e.g., designing an object or structure to satisfy physical restraints or minimize cost)</u>	<u>Modeling with Geometry</u> <u>G MG Apply geometric concepts in modeling situations.</u>	<u>HSG.MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).</u>

Progress Indicator: H.NO.1a using exponents and scientific notation to represent quantities and expressions

<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.NO.1a1 Represent quantities and expressions that use exponents</u>	<u>The Real Number System</u> N RN Extend the properties of exponents to rational exponents. <u>Algebra Overview</u> A SSE Write expressions in equivalent forms to solve problems.	HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents. HSA.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. c) Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $(1.151/12)12t \approx 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
<u>H.NO.1a2 Explain the influence of an exponent on the location of a decimal point in a given number</u>	<u>The Real Number System</u> N RN Extend the properties of exponents to rational exponents.	HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.
<u>H.NO1a3 Convert a number expressed in scientific notation</u>	<u>The Real Number System</u> N RN Extend the properties of exponents to rational exponents.	HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

<u>Progress Indicator: H.NO.2a using operations with rational numbers; representing rational numbers and approximations of irrational numbers on a number line</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.NO.2a1 Solve simple equations using rational numbers with one or more</u>	<u>Reasoning with Equations and Inequalities</u>	HSA.REI.A.2 Solve simple rational and radical equations in one variable, and give

<u>variables</u>	<u>A REI Understand solving equations as a process of reasoning and explain the reasoning.</u>	<u>examples showing how extraneous solutions may arise.</u>
<u>H.NO.2a2 Understand the definition of a polynomial.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Perform arithmetic operations on polynomials</u>	<u>HSA.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</u>
<u>H.NO.2a3 Understand the concepts of combining like terms and closure.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Perform arithmetic operations on polynomials</u>	<u>HSA.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</u>
<u>H.NO.2a4 Add, subtract, and multiply polynomials and understand how closure applies under these operations.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Perform arithmetic operations on polynomials</u>	<u>HSA.APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</u>
<u>H.NO.2.a5 Understand and apply the Remainder Theorem.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Understand the relationship between zeros and factors of polynomials</u>	<u>HSA.APR.B.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</u>
<u>H.NO.2a6 Find the zeros of a polynomial when the polynomial is factored.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Understand the relationship between zeros and factors of polynomials</u>	<u>HSA.APR.B.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</u>

<u>Progress Indicator: H.NO.2b operating with irrational and complex numbers</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.NO.2b1 Explain the pattern for the sum or product for combinations of rational and irrational numbers</u>	<u>The Real Number System</u> N RN Use properties of rational irrational numbers.	<u>HSN.RN.B.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a non-zero rational number and an irrational number is irrational.</u>
<u>Progress Indicator: H.NO.2c identifying exponential situations and applying the laws and properties of exponents in simplifying expressions and solving equations</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.NO.2c1 Simplify expressions that include exponents</u>	<u>Seeing Structure in Expressions</u> A SSE Interpret the structures of expressions.	<u>HSA.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</u>
<u>H.NO.2c2 Rewrite expressions that include rational exponents</u>	<u>The Real Number System</u> N RN Extend the properties of exponents to rational exponents. <u>Seeing Structure in Expressions</u> A SSE Interpret the structures of expressions.	<u>HSN.RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.</u> <u>HSA.SSE.A.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</u>
<u>Explanations and clarifications: Not included: H.PRF.1d recognizing that there limitations in mathematics models A.CE-3 S.IC-2</u>		

Progress Indicator: H.NO.3a comparing the effectiveness of two plausible arguments, distinguishing correct logic or reasoning

<u>from that which is flawed, and if there is a flaw in an argument, explaining it</u>			
<u>Core Content Connectors: 9-12</u>	<u>Potential cluster for demonstration</u>	<u>Common Core: Standards for Mathematical Practice⁷</u>	
<u>H.NO.3a1 Verify data displays are interpreted accurately within a response</u>	<u>S.ID Summarize, represent and interpret data on a single count or measurement variable</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>H.NO.3a2 Rewrite mathematical statements (e.g., an expression) in multiple forms</u>	<u>A.SSE Write expressions in equivalent forms to solve problems</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>H.NO.3a3 Identify an appropriate argument based upon provided data</u>	<u>S.IC Make inferences and justify conclusions from sample surveys, experiments, and observational studies</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>
<u>H.NO.3a4 Compare the steps using different strategies to solve a problem (compare two strategies to decide best way to solve problem)</u>	<u>A.REI Understand solving equations as process of reasoning and explain the reasoning</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

		<u>express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	
<u>H.NO.3a5 Evaluate provided arguments or logic based upon provided data</u>	<u>S.IC Understand and evaluate random processes underlying statistical experiments</u>	<u>Make sense of problems & persevere in solving them. Reason abstractly & quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>	<u>Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.</u>

<u>Progress Indicator: H.PRF.1a approximating, calculating, and interpreting rates of change using graphical and numerical data</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.PRF.1a1 Interpret the rate of change using graphical representations</u>	<u>Interpreting Categorical and Quantitative Data</u> <u>S ID Interpret linear models.</u>	<u>HSS-ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of data.</u>

<u>Progress Indicator: H.PRF.1b exploring how the rate of change of something depends on how much there is of something else (as the rate of change of speed is proportional to the amount of force acting)</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.PRF.1b1 In a linear situation using graphs or numbers, predicts the change in rate based on a given change in one variable (e.g., If I have been adding sugar at a rate of 1T per cup of water. What happens to my rate if I switch to 2T of sugar for every cup of water?)</u>	<u>Linear, Quadratic, and Exponential Models</u> <u>F LE Construct and compare linear, quadratic, and exponential models and solve problems.</u>	<u>HSF-LE.A.1b Distinguish between situations that can be modeled with linear functions and with exponential functions.</u> <u>b) Recognize situations in which one quantity changes at a constant rate per unit interval relative to one another.</u>
<u>Progress Indicator: H.PRF.1c creating mathematical models, using rules and relationships to describe and predict objects and events in the real world</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.PRF.1c1 Select the appropriate graphical representation of a linear model based on real world events</u>		<u>HSF-LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.</u>
<u>Progress Indicator: H.PRF.2a interpreting and rewriting a variety of expressions or functions to solve problems</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.PRF.2a1 Translate an algebraic expression into a word problem</u>	<u>Seeing Structure in Expressions</u> <u>A SSE Interpret the structure of expressions.</u>	<u>HSA.SSE.A.1 Interpret expressions that represent a quantity in terms of its context.</u> <u>a) Interpret parts of an expression, such as terms, factors, and coefficients.</u> <u>b) Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</u>

<u>H.PRF.2a2 Factor a quadratic expression.</u>	<u>Seeing Structure in Expressions</u> <u>Write expressions in equivalent forms to solve problems</u>	<u>HSA.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</u> <u>a) Factor a quadratic expression to reveal the zeros of the function it defines.</u>
<u>H.PRF.2a3 Given a quadratic expression, explain the meaning of the zeros graphically. That is for an expression $(x - a)(x - c)$, a and c correspond to the x-intercepts (if a and c are real).</u>	<u>Seeing Structure in Expressions</u> <u>Write expressions in equivalent forms to solve problems</u>	<u>HSA.SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</u> <u>a) Factor a quadratic expression to reveal the zeros of the function it defines.</u>
<u>H.PRF.2a4 Use the formula to solve real world problems such as calculating the height of a tree after n years given the initial height of the tree and the rate the tree grows each year.</u>	<u>Seeing Structure in Expressions</u> <u>Write expressions in equivalent forms to solve problems</u>	<u>HSA.SSE.B.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.*</i></u>
<u>H.PRF.2a5 Rewrite rational expressions, $\frac{a(x)}{b(x)}$, in the form $q(x) + \frac{r(x)}{b(x)}$ by using factoring, long division, or synthetic division.</u>	<u>Arithmetic with Polynomials and Rational Expressions</u> <u>Rewrite rational expressions</u>	<u>HSA.APR.D.6 Rewrite simple rational expressions in different forms; write $\frac{a(x)}{b(x)}$ in the form $q(x) + \frac{r(x)}{b(x)}$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</u>
<u>H.PRF.2a6 Write and use a system of equations and/or inequalities to solve a real world problem.</u>	<u>Creating Equations</u> <u>Create equations that describe numbers or relationships</u>	<u>HSA.CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent</i></u>

		<i>inequalities describing nutritional and cost constraints on combinations of different foods.</i>
<u>Progress Indicator: H.PRF.2b creating equations and inequalities (in one or two variables) and use them to solve problems and graph solutions</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.PRF.2b1 Translate a real-world problem into a one variable equation</u>	<u>Creating Equations</u> A CED Create equations that describe numbers or relationships.	HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.</i>
<u>H.PRF.2b2 Solve equations with one or two variables using equations or graphs</u>	<u>Reasoning with Equations and Inequalities</u> A REI Understand solving equations as a process of reasoning and explain the reasoning. A REI Solve equations and inequalities in one variable. <u>Creating Equations</u> A CED Create equations that describe numbers and relationships.	HSA-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. HSA-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. HSA-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
<u>H.PRF.2b3 Transform a quadratic equation written in standard form to an equation in vertex form $(x - p) = q$ by completing the square.</u>	<u>Reasoning with Equations and Inequalities</u> A REI Solve equations and inequalities in	HSA-REI.B.4 Solve quadratic equations in one variable. a) Use the method of completing the square

	<u>one variable.</u>	<u>to transform and quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</u>
<u>H.PRF.2b4 Derive the quadratic formula by completing the square on the standard form of a quadratic equation.</u>	<u>Reasoning with Equations and Inequalities</u> <u>A REI Solve equations and inequalities in one variable.</u>	<u>HSA.REI.B.4 Solve quadratic equations in one variable.</u> <u>a) Use the method of completing the square to transform and quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.</u>
<u>H.PRF.2b5 Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square.</u>	<u>Reasoning with Equations and Inequalities</u> <u>A REI Solve equations and inequalities in one variable.</u>	<u>HSA.REI.B.4 Solve quadratic equations in one variable.</u> <u>b) Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</u>
<u>H.PRF.2b6 Solve systems of equations using the elimination method (sometimes called linear combinations).</u>	<u>Reasoning with Equations and Inequalities</u> <u>Solve systems of equations</u>	<u>HSA.REI.C.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</u>
<u>H.PRF.2b7 Solve a system of equations by substitution (solving for one variable</u>	<u>Reasoning with Equations and Inequalities</u>	<u>HSA.REI.C.5 Prove that, given a system of two equations in two variables, replacing</u>

<u>in the first equation and substitution it into the second equation).</u>	<u>Solve systems of equations</u>	<u>one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.</u>
<u>H.PRF.2b8 Solve systems of equations using graphs.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Solve systems of equations</u>	<u>HSA.REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</u>
<u>H.PRF.2b9 Solve a system containing a linear equation and a quadratic equation in two variables graphically and symbolically.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Solve systems of equations</u>	<u>HSA.REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</u>
<u>H.PRF.2b10 Understand that all solutions to an equation in two variables are contained on the graph of that equation.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Represent and solve equations and inequalities graphically</u>	<u>HSA.REI.D.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).</u>
<u>H.PRF.2b11 Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary for non-inclusive inequalities.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Represent and solve equations and inequalities graphically</u>	<u>HSA.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.</u>
<u>H.PRF.2b12 Graph the solution set to a system of linear inequalities in two variables as the intersection of their corresponding half-planes.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Represent and solve equations and inequalities graphically</u>	<u>HSA.REI.D.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the</u>

		<u>intersection of the corresponding half-planes.</u>
<u>Progress Indicator: H.PRF. 2c using trends that follow a pattern and are described mathematically to make generalizations or predictions</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.PRF. 2c1 Make predictions based on a given model (for example, a weather model, data for athletes over years)</u>	<u>Linear, Quadratic, and Exponential Models</u> <u>F LE Construct and compare linear, quadratic, and exponential models and solve problems.</u>	<u>HSF-LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</u>
<u>Explanations and clarifications:</u>		
<u>Progress Indicator: H.PRF. 2d: analyzing functions (using technology) by investigating significant characteristics (e.g. intercepts, asymptotes)</u>		
<u>Core Content Connectors: 9-12</u>	<u>CCRA Domain/Cluster</u>	<u>Idaho Content Standard</u>
<u>H.PRF. 2d1 Explain why the intersection of $y = f(x)$ and $y = g(x)$ is the solution of $f(x) = g(x)$ for any combination of linear or exponential. Find the solution(s) by: Using technology to graph the equations and determine their point of intersection, Using tables of values, or Using successive approximations that become closer and closer to the actual value.</u>	<u>Reasoning with Equations and Inequalities</u> <u>Represent and solve equations and inequalities graphically</u>	<u>HSA.REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*</u>

~~LANGUAGE ARTS~~

~~Standard 1: Reading Process~~

[illegible]

~~LANGUAGE ARTS~~

Standard 1: Reading Process (continued)

[illegible]

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 (continued from previous page)	K.LA.1.3.4A- Reproduces simple onsets and rhymes 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.1.4.1 A- 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.					

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 1.5: 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.1.6.1-A- 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 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 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.1.8.1-A- 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.1.8.2-A- Use context clues-to-determine the-meaning of words.	11.LA.1.8.2-A- Use context clues-to-determine the-meaning of words.	12.LA.1.8.2-A- Use context clues-to-determine the-meaning of words.	

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 1.8: Vocabulary and Concept Development (continued from previous page)	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.					

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

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.2.1.1-A-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.2.1.3-A-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.2.2.2-A-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)			

IDAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

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 (continued from previous page)	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.

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

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 (continued from previous page)				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.2.3.4.A- Identify a story's speaker.	10.LA.2.3.3.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.2.3.5.A- Identify the theme of a story.	10.LA.2.3.4.A- Identify the theme of a story.	11.LA.2.3.3- Identify the theme of a story.	12.LA.2.3.3- Identify the theme of a story.	

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

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 (continued from previous page)				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.	

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

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.3.1.1.A- 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.3.1.1.A- 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.3.1.3.A- 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.3.2.1.A- 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.			

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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.3.3.1-A- Revise writing to enhance meaning.	5.LA.3.3.1-A- Revise writing for clarity and effective sequencing.	6.LA.3.3.1-A- 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.3.3.3-A	
				3.LA.3.3.3-A- Revise writing by substituting words to clarify meaning.	4.LA.3.3.3-A- Revise writing by rearranging words or sentences to clarify meaning.	5.LA.3.3.3-A- Revise writing by substituting words to clarify meaning.	6.LA.3.3.3-A- Revise writing by substituting words or sentences to enhance style.	7.LA.3.3.3-A- Use a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.	8.LA.3.3.3-A- Use a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.	9.LA.3.3.3-A- Use a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.	10.LA.3.3.3-A- Use a variety of sentences to enhance writing style, e.g., exclamations, questions, declarative statements.	11.LA.3.3.3-A	12.LA.3.3.3-A	
				3.LA.3.3.4-A- Use a literary model in a piece of writing.	4.LA.3.3.4-A- Use a literary model in a piece of writing.	5.LA.3.3.4-A- Use a literary model in a piece of writing.	6.LA.3.3.4-A- Use a literary model in a piece of writing.	7.LA.3.3.4-A- Use a literary model in a piece of writing.	8.LA.3.3.4-A- Use a literary model in a piece of writing.	9.LA.3.3.4-A- Use a literary model in a piece of writing.	10.LA.3.3.4-A- Use a literary model in a piece of writing.	11.LA.3.3.4-A	12.LA.3.3.4-A	
			2.LA.3.3.5-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.3.3.5-A- Use strategies to guide the revision process.	5.LA.3.3.5-A- Use strategies to guide the revision process.	6.LA.3.3.5-A- Use strategies to guide the revision process.	7.LA.3.3.5-A- Conference with others to guide the revision process.	8.LA.3.3.5-A- Conference with others to guide the revision process.	9.LA.3.3.5-A- Conference with others to guide the revision process.	10.LA.3.3.5-A- Conference with others to guide the revision process.	11.LA.3.3.5-A- Conference with others to guide the revision process.	12.LA.3.3.5-A- Conference with others to guide the revision process.	

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 3.4: 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.3.4.1 A- 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.3.4.1 A- Edit for errors using common edit marks.	12.LA.3.4.1 A- 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.3.5.2 A- Share writing with intended audience.	1.LA.3.5.2 A- 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.3.5.2 A- 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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LANGUAGE ARTS

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.4.2.1-A- 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.4.2.1-A- 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 (continued from previous page)										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) a response 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 Participate in spelling simple phonetically CVC words.	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 multisyllabic 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.	

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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:	

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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.6.1.1A- Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	2.LA.6.1.1A- Demonstrate effective and appropriate listening skills to obtain information or to enjoy.	3.LA.6.1.1A- Listen to acknowledge the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	4.LA.6.1.1A- Listen to distinguish between a speaker's opinion and facts.	5.LA.6.1.1A- Listen to interpret a speaker's verbal messages.	6.LA.6.1.1A- Listen in order to briefly summarize information.	7.LA.6.1.1A- Develop appropriate interpersonal listening skills (e.g., eye contact, body language).	8.LA.6.1.1A- 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.Spech.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.6.1.2A- Listen for specific answers in order to respond to questions.	2.LA.6.1.2A- Listen for specific answers in order to respond to questions.	3.LA.6.1.2A- Listen for answers to specific questions from information presented orally.	4.LA.6.1.2A- Listen and respond to similarities and differences in various oral presentations.	5.LA.6.1.2A- Listen and responds to symbolic expressions with evidence and examples.	6.LA.6.1.2A- 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.6.1.2A- Listen to determine the speaker's feeling toward the subject.	8.LA.6.1.2A- Listen to determine whether the speaker has presented slanted or biased material.					9-12.Spech.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.6.1.3A- Listen and follow one and two-step oral directions.	2.LA.6.1.3A- Listen and follow one and two-step oral directions.	3.LA.6.1.3A- Listen and follow simple oral directions.			6.LA.6.1.3A- Listen to identify the emotion conveyed in oral communications.	7.LA.6.1.3A- Listen attentively to make decisions about purpose and content of verbal communication and nonverbal cues.						9-12.Spech.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.
														9-12.Spech.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, evidence, organization of ideas, delivery, choice of words, and use of language.

Standard 6: Communication (continued)

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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 (continued from previous page)	K.LA.6.2.3.A-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.Spech.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.Spech.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.Spech.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.
														9-12.Spech.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 (continued from previous page)														
														9-12.Spe11.6.2.9 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.Spe11.6.2.10 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.Spe11.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media.

~~LANGUAGE ARTS~~

Standard 6: Communication (continued)

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IDAHO EXTENDED CONTENT STANDARDS
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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 (continued from previous page)						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.Spech.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 40	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- (continued from previous page)						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.1.1.4 A 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.1.1.6 A Choose appropriate application to solve a problem.	5.M.1.1.7 A 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.1.1.6 A 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.1.1.5 A Attend to appropriate math vocabulary terms, i.e. more, less, next, first.	1.M.1.1.6 A Attend to appropriate math vocabulary terms.	2.M.1.1.6 A Attend to appropriate math vocabulary terms.	3.M.1.1.6 A Recognize appropriate math vocabulary terms.	4.M.1.1.7 A 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.1.1.6 A Use appropriate vocabulary.
Goal 1.2: Perform computations accurately.	K.M.1.2.1 A 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.1.2.1 A 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.1.2.1 A Explore single digit multiplication for 1's—5's through symbolic concrete systems	5.M.1.2.1 A Explore single digit multiplication for 1's—10's through symbolic concrete systems	6.M.1.2.1 A 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.1.2.1 A 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, multiply, 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, multiply, 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, multiply, and divide rational numbers, with or without the use of a calculator or manipulatives.		
			2.M.1.2.3 A Count three groups of objects, pictures or symbolic system to identify total quantity up to five.	3.M.1.2.3 A Count three groups of objects, pictures or symbolic system to identify total quantity up to ten.							
		1.M.1.2.3 A 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.1.2.3 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.		
					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. (continued from previous page)					4.M.1.2.5.A Demonstrate knowledge to add a collection of dollars using the decimal point symbol						
						5.M.1.2.5.A 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.1.2.4.A Solve single digit addition 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.1.2.6.A 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.1.2.7.A Select appropriate operations to solve one-step addition or subtraction word or symbolic problems	5.M.1.2.7.A Use a variety of strategies to solve real-life problems.	6.M.1.2.5.A 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.1.2.2.A Attend to appropriate math vocabulary terms	1.M.1.2.4.A 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.1.2.8.A 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.1.2.7.A 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.1.3.1.A Estimate to predict sums and differences.	4.M.1.3.1.A Estimate to predict sums and differences	5.M.1.3.1.A Estimate to predict results or amounts.	6.M.1.3.1.A Estimate to predict results or amounts.	7.M.1.3.1.A Use estimation to select a reasonable answer to a real-world problem involving whole numbers.	8.M.1.3.1.A 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.1.3.2.A 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.1.3.3.A Investigate the use of a calculator to solve simple problems.	4.M.1.3.3.A Investigate the use of a calculator to solve problems	5.M.1.3.4.A Use a calculator to solve problems.	6.M.1.3.4.A Use a calculator to solve problems.	7.M.1.3.4.A Use assistive technology to solve problems	8.M.1.3.4.A 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. (continued from previous page)						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.1.3.5.A 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.1.3.3.A Attend to appropriate vocabulary.	3.M.1.3.4.A Recognize appropriate vocabulary.	4.M.1.3.4.A Recognize appropriate vocabulary.	5.M.1.3.6.A Recognize appropriate vocabulary.	6.M.1.3.6.A Use appropriate vocabulary.	7.M.1.3.6.A 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.2.1.1A Match sizes of objects given an attribute (e.g., longer, shorter, larger, smaller).	2.M.2.1.1A Compare objects given and attribute, eg., lengths, sizes, weight, time	3.M.2.1.1A 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 units.	3.M.2.1.2A Estimate time and weight using non-standard or standard units in real-world problems.	4.M.2.1.2A 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.2.1.2A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	7.M.2.1.2A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.	8.M.2.1.2A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems.		
		1.M.2.1.3A Identify time of day by activity—e.g., morning, before school, schooltime, after-school, after dinner	2.M.2.1.3A Identify time of day by activity—e.g., morning, before school, schooltime, after-school, after dinner	3.M.2.1.3A 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.2.1.3A Tell time using a digital or analog clock.					
			2.M.2.1.4A Select the most appropriate activity given the time of the day.	3.M.2.1.4A Identify real-world problems related to time.	4.M.2.1.4A Identify real-world problems related to time.	5.M.2.1.4A Identify real-world problems related to elapsed time.	6.M.2.1.4A Identify real-world problems related to elapsed time.				
								7.M.2.1.3A 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.2.1.3A 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.2.1.4A Recognize the concept of around (perimeter and circumference) for simple shapes, i.e., circle, triangle	7.M.2.1.4A Compare area and perimeter of real-world surfaces, e.g., around the room, around the city, around a box or ball.	8.M.2.1.4A Compare area and perimeter of real-world surfaces, e.g., around the room, around the city, around a box or ball.	9.M.2.1.1A Compare area and perimeter of real-world surfaces, e.g., around the room, around the city, around a box or ball.	10.M.2.1.1A 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 (continued from previous page)				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.2.1.8 A 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.	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.	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.3.1.1A Express the concept of division using concrete objects or pictures.	5.M.3.1.1A Express the concept of division using concrete objects or pictures.	6.M.3.1.1A Identify a variable as an unknown quantity using a letter or symbol in a simple equation.	7.M.3.1.1A Use the idea of a variable as an unknown quantity using a letter or symbol in a simple equation.	8.M.3.1.1A Use the idea of a variable as an unknown quantity using a letter or symbol in simple equations or inequalities.	9.M.3.1.1A 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.3.1.2A 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.3.1.2A Translate simple word statements into numeric expressions.	8.M.3.1.2A Translate simple word statements and story problems into numeric expressions.		
			2.M.3.1.3A 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.3.1.3A Identify sets of concrete objects using vocabulary (less than, more than, equal to, more, less, same, bigger, smaller, etc).	2.M.3.1.4A Compare objects or pictures using the vocabulary (less than, more than, equal to, more, less, same, bigger, smaller, etc).	3.M.3.1.4A 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.3.1.4A Compare objects or pictures using vocabulary or symbols of " $<$ ", " $>$ ", and " $=$ " to express relationships.	6.M.3.1.3A Identify relationships using vocabulary or symbols of " $<$ ", " $>$ ", and " $=$ ".	7.M.3.1.3A Identify relationships using vocabulary or symbols of " $<$ ", " $>$ ", " $=$ ", " \neq ".	8.M.3.1.3A Identify relationships using vocabulary or symbols of " $<$ ", " $>$ ", " $=$ ", " \neq ".		
Goal 3.2: Evaluate algebraic expressions.	No objectives at this grade level.	No objectives at this grade level.	2.M.3.2.1A 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.3.2.1A Copy the commutative property of multiplication with products up to 6.	4.M.3.2.1A Solve multiplication problems with the identity and zero property, with concrete objects if necessary.	5.M.3.2.1A Use the following properties as they relate to addition and multiplication: commutative, identity, or zero.	6.M.3.2.1A Use the following properties in evaluating numerical expressions: commutative, identity, zero, or inverse.	7.M.3.2.1A Evaluate simple numeric and algebraic expressions using commutative, identity, zero, or inverse properties.	8.M.3.2.1A Evaluate the following properties in evaluating simple algebraic expressions: commutative, identity, zero, or inverse.	9.M.3.2.1A Use appropriate procedures for solving simple algebraic expressions involving variables and rational numbers.	10.M.3.2.1A Use appropriate procedures to solve a simple algebraic expression involving variables, integers, or rational numbers.
			2.M.3.2.2A 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 $1 \times 2=2$ or $2 \times 1=2$).			6.M.3.2.2A Solve simple algebraic expressions.	7.M.3.2.2A 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.3.2.3A 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.3.3.1A 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.3.3.1A Use appropriate procedures to solve multi-step equations and inequalities; such as $(1+2)=(5-3)$ or $(2+2)$ does not equal $(2+3)$
									8.M.3.3.2A Match a math problem with a pictorial representation.	9.M.3.3.2A Match a math problem with a pictorial representation.	10.M.3.3.2A 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.3.4.1.A Replicate a simple repeating pattern (e.g., red, blue, red, blue...)	2.M.3.4.1.A 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.3.4.2.A 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.3.4.3.A 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.A 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.3.6.1.A
										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 two-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.4.1.3.A 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 of 10 or less on a number line).	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 given 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 Identify 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.5.5.1.A 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.5.5.1.A Make predictions based on data.	7.M.5.5.1.A Recognize predictions based on simple theoretical probabilities.	8.M.5.5.1.A 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.5.5.1.A 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.PS.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	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.	9-10.B.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 (continued from previous page)			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 (continued from previous page)											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.ES.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.ES.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.ES.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.ES.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.ES.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.			