

# Main Criteria: Bible-Based Writing Lessons

## Secondary Criteria: Idaho Content Standards

### Subject: Language Arts

Grades: 9, 10, 11, 12

### Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE

#### 9/10.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL

#### 9/10.RC- TE.

#### Textual Evidence (TE)

GLE / BIG IDEA 9/10.RC-TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE

#### 9/10.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL

#### 9/10.RC- RF.

#### Reading Fluency (RF)

GLE / BIG IDEA 9/10.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

#### STANDARD / COURSE

#### 9/10.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL

#### 9/10.RC- NF.

#### Nonfiction Text (NF)

GLE / BIG IDEA 9/10.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 9/10.RC-NF.6a. Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.

#### STANDARD / COURSE

#### 9/10.VD- Vocabulary Development Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL

#### 9/10.VD- WB.

#### Word Building (WB)

GLE / BIG IDEA 9/10.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
GLE / BIG IDEA	9/10.OD C-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.

# Idaho Content Standards

## Language Arts

Grade 10 - Adopted: 2022

### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 9/10.RC-TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC-RF. Reading Fluency (RF)

GLE / BIG IDEA 9/10.RC-RF.4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC-NF. Nonfiction Text (NF)

GLE / BIG IDEA 9/10.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 9/10.RC-NF.6a. Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.

### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.VD-WB. Word Building (WB)

GLE / BIG IDEA 9/10.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 9/10.VD-WB.1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 9/10.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
GLE / BIG IDEA	9/10.OD C-OC.4.	Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.
<b>Idaho Content Standards</b>		
<b>Language Arts</b>		
<b>Grade 11 - Adopted: 2022</b>		
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-RF.</b>	<b>Reading Fluency (RF)</b>
GLE / BIG IDEA	11/12.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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**STANDARD / COURSE**      **11/12.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
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**STANDARD / COURSE**      **11/12.OD C- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure 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.
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## Idaho Content Standards

### Language Arts

Grade **12** - Adopted: **2022**

**STANDARD / COURSE**      **11/12.RC - Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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**STANDARD / COURSE**      **11/12.RC**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -RF.</b>	<b>Reading Fluency (RF)</b>
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GLE / BIG IDEA      11/12.RC -RF.4.      Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).

**STANDARD / COURSE**      **11/12.RC**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -NF.</b>	<b>Nonfiction Text (NF)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.RC -NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
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OBJECTIVE      11/12.RC -NF.6b.      Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE      11/12.VD -WB.1a.      Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.

OBJECTIVE      11/12.VD -WB.1d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA      11/12.VD -AV.3.      Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
GLE / BIG IDEA	11/12.OD C-OC.4.	Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure 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.

## Lesson 02: Unit 2 Writing from Notes, p. 19-28

### Idaho Content Standards

#### Language Arts

#### Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>



<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
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OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
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GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
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<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **9/10.ODC -**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC -OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA      9/10.OD C-OC.1.      Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

**STANDARD / COURSE**      **9/10.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
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GLE / BIG IDEA      9/10.GC-GU.1j.      Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **9/10.ODC -**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

**STANDARD / COURSE**      **9/10.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

**STANDARD / COURSE**      **11/12.RC -**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	11/12.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS- DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W- RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W- RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -NF.</b>	<b>Nonfiction Text (NF)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.RC -NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
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OBJECTIVE	11/12.RC -NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
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<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	11/12.VD -WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
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OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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OBJECTIVE	11/12.VD -WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>

OBJECTIVE      11/12.VD-WB.2b.      Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA      11/12.VD-AV.3.      Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
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GLE / BIG IDEA      11/12.RS-DR.2.      Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.

**STANDARD / COURSE**      **11/12.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA      11/12.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      11/12.W-RW.3&4.      (Teachers can include informational and narrative writing at their discretion.)

GLE / BIG IDEA      11/12.W-RW.5.      Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA      11/12.W-RW.6.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)



<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

## Idaho Content Standards

### Language Arts

#### Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
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<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-L.	Literature (L)
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GLE / BIG IDEA	9/10.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
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<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>

GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	11/12.RC-L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	11/12.VD -WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD -WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD -WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD -AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

## Idaho Content Standards

### Language Arts

#### Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	11/12.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC -L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.

OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.



GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

### Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
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OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
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OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC -OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.

**STANDARD / COURSE**      **11/12.RC**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	11/12.RC-L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
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OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
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**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
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OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	11/12.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

## Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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<b>STANDARD / COURSE</b>	<b>11/12.RC</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -L.</b>	<b>Literature (L)</b>
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GLE / BIG IDEA	11/12.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE	11/12.RC -L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
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OBJECTIVE	11/12.RC -L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
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<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	11/12.VD -WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
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OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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OBJECTIVE	11/12.VD -WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
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OBJECTIVE	11/12.VD -WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD- AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD -AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W- RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W- RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W- RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	11/12.GC-GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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### Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
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#### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-L.	Literature (L)
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GLE / BIG IDEA	9/10.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
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#### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
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OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
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GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **9/10.ODC -**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
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**STANDARD / COURSE**      **9/10.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	9/10.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

**STANDARD / COURSE**      **11/12.RC**      **Reading Comprehension Strand**
**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **11/12.RC -TE.**      **Textual Evidence (TE)**

GLE / BIG IDEA      11/12.RC -TE.3.      Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.

**STANDARD / COURSE**      **11/12.RC**      **Reading Comprehension Strand**
**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **11/12.RC -L.**      **Literature (L)**

GLE / BIG IDEA      11/12.RC -L.5.      Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE      11/12.RC -L.5b.      Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.

OBJECTIVE      11/12.RC -L.5e.      Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**
**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **11/12.VD-WB.**      **Word Building (WB)**

GLE / BIG IDEA      11/12.VD-WB.1.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE      11/12.VD -WB.1a.      Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.

OBJECTIVE      11/12.VD -WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

OBJECTIVE      11/12.VD -WB.1d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**
**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **11/12.VD-WB.**      **Word Building (WB)**

GLE / BIG IDEA      11/12.VD-WB.2.      Determine how words and phrases provide meaning and nuance to texts.

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	11/12.GC-GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

#### STANDARD / COURSE 11/12.RC - Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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#### STANDARD / COURSE 11/12.RC - Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-L.	Literature (L)
GLE / BIG IDEA	11/12.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE	11/12.RC-L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
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OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
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#### STANDARD / COURSE 11/12.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
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OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)

GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC-GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

### Lesson 06: Unit 4 Summarizing a Reference, p. 51-48

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>

GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

#### Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.

**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **9/10.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC -OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

#### Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -NF.</b>	<b>Nonfiction Text (NF)</b>

GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	11/12.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.

**STANDARD / COURSE**      **11/12.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **11/12.OD C-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.

**STANDARD / COURSE**      **11/12.GC -**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

**STANDARD / COURSE**      **11/12.RC -**      **Reading Comprehension Strand**



<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	11/12.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS- DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS- DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W- RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W- RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W- RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	11/12.GC-GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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## Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

### Idaho Content Standards

#### Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
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#### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
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<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
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OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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#### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
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OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
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<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
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GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
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GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
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GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
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<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
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<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
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OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **9/10.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC -OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.

**STANDARD / COURSE**      **11/12.RC**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.RC -NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE      11/12.RC -NF.6b.      Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE      11/12.VD -WB.1a.      Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.

OBJECTIVE      11/12.VD -WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

OBJECTIVE      11/12.VD -WB.1d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>

OBJECTIVE      11/12.VD -WB.2b.      Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA      11/12.VD -AV.3.      Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS-**      **Research Strand**



<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.

OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>

<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

### Lesson 08: Unit 4 Summarizing a Reference, p. 67-76

## Idaho Content Standards

### Language Arts

#### Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>

GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
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**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
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OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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**STANDARD / COURSE**      **9/10.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
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GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
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**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC -OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.



# Idaho Content Standards

## Language Arts

Grade 11 - Adopted: 2022

### STANDARD / COURSE 11/12.RC Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 11/12.RC-TE.3. Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.

### STANDARD / COURSE 11/12.RC Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE 11/12.RC-NF.6b. Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.

### STANDARD / COURSE 11/12.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE 11/12.VD-WB.1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.

OBJECTIVE 11/12.VD-WB.1b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

OBJECTIVE 11/12.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### STANDARD / COURSE 11/12.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
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OBJECTIVE	11/12.VD -WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)

GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC</b> -	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC</b> -GU.	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC</b> -GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

## Idaho Content Standards

### Language Arts

#### Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC</b> -	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC</b> -TE.	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC</b> -	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC</b> -NF.	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.RC</b> -NF.6.	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	11/12.RC -NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-</b> WB.	<b>Word Building (WB)</b>

<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

### Lesson 09: Unit 5 Writing from Pictures, p. 77-84

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>

<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.

GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

#### Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	9/10.OD-C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>



CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE      11/12.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>

OBJECTIVE      11/12.VD-WB.2b.      Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).

**STANDARD / COURSE**      **11/12.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA      11/12.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      11/12.W-RW.3&4.      (Teachers can include informational and narrative writing at their discretion.)

GLE / BIG IDEA      11/12.W-RW.5.      Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA      11/12.W-RW.6.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **11/12.OD C- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

### Lesson 10: Unit 5 Writing from Pictures, p.85-90

## Idaho Content Standards

### Language Arts

#### Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.

GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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#### STANDARD / COURSE      11/12.W-      Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
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**STANDARD / COURSE**      **11/12.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **11/12.OD C- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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**STANDARD / COURSE**      **11/12.GC - Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
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GLE / BIG IDEA	11/12.GC-GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC-GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC-GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

### Lesson 11: Unit 5 Writing from Pictures, p. 91-98

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE      9/10.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE      9/10.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

#### STANDARD / COURSE      9/10.W-      Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA      9/10.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      9/10.W-RW.3.      Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA      9/10.W-RW.5.      Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA      9/10.W-RW.6.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **9/10.ODC**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
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**STANDARD / COURSE**      **9/10.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
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GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
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GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
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**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC -OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE      11/12.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>

OBJECTIVE      11/12.VD-WB.2b.      Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).

**STANDARD / COURSE**      **11/12.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA      11/12.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      11/12.W-RW.3&4.      (Teachers can include informational and narrative writing at their discretion.)

GLE / BIG IDEA      11/12.W-RW.5.      Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA      11/12.W-RW.6.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **11/12.OD C- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD -WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

# Idaho Content Standards

## Language Arts

Grade 9 - Adopted: 2022

### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 9/10.RC-TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA 9/10.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 9/10.RC-NF.6a. Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.

### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
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GLE / BIG IDEA 9/10.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 9/10.VD-WB.1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 9/10.VD-WB.1b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

OBJECTIVE 9/10.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA 9/10.VD-AV.3. Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>



GLE / BIG IDEA	9/10.OD-C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

#### Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>

GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC -OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

**STANDARD / COURSE**      **11/12.RC**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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**STANDARD / COURSE**      **11/12.RC**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
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OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
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**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
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OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
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OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
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OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
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## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -TE.	Textual Evidence (TE)
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GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	11/12.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE	11/12.RC -NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD -WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD -WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD -WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD -AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.



**STANDARD / COURSE**      **11/12.GC**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

**Idaho Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2022**

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.

**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
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GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.

<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	11/12.VD -WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD -WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD -WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD -AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS -IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS -DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.

**STANDARD / COURSE**      **11/12.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **11/12.OD C-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.

**STANDARD / COURSE**      **11/12.GC -**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.



# Idaho Content Standards

## Language Arts

Grade 12 - Adopted: 2022

### STANDARD / COURSE 11/12.RC Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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### STANDARD / COURSE 11/12.RC Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
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OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
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### STANDARD / COURSE 11/12.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
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OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
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OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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### STANDARD / COURSE 11/12.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
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GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
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OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA      11/12.VD-  
-AV.3.      Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA      11/12.RS  
-IP.1.      Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA      11/12.RS  
-DR.2.      Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.

**STANDARD / COURSE**      **11/12.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA      11/12.W-  
RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      11/12.W-  
RW.3&4.      (Teachers can include informational and narrative writing at their discretion.)

GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>

GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

**STANDARD / COURSE**      **11/12.RC -**      **Reading Comprehension Strand**



<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	11/12.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS- DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W- RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W- RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -TE.	Textual Evidence (TE)
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -NF.	Nonfiction Text (NF)
GLE / BIG IDEA	11/12.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC -NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

**STANDARD / COURSE**      **11/12.RS-**      **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
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**STANDARD / COURSE**      **11/12.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **11/12.OD C-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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**STANDARD / COURSE**      **11/12.GC -**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	11/12.GC- GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC- GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC- GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE      9/10.RC-      Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA      9/10.RC-TE.3.      Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE      9/10.RC-      Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE      9/10.RC-NF.6a.      Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.

#### STANDARD / COURSE      9/10.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE      9/10.VD-WB.1a.      Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE      9/10.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>

GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
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**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
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OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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**STANDARD / COURSE**      **9/10.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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**STANDARD / COURSE**      **9/10.RS-**      **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.

GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>

OBJECTIVE      11/12.VD-WB.2b.      Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA      11/12.VD-AV.3.      Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA      11/12.RS-IP.1.      Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
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GLE / BIG IDEA      11/12.RS-DR.2.      Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.

**STANDARD / COURSE**      **11/12.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA      11/12.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>

GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	11/12.VD -AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS -IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS -DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W- RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W- RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
Lesson 16: Unit 7 Inventive Writing, p. 147-152		

Idaho Content Standards

Language Arts

Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>



GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC -OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE      9/10.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA      9/10.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      9/10.W-RW.3.      Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA      9/10.W-RW.5.      Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA      9/10.W-RW.6.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **9/10.ODC -**      **Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA      9/10.ODC-OC.1.      Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

**STANDARD / COURSE**      **9/10.GC-**      **Grammar and Conventions Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
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GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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#### STANDARD / COURSE      11/12.W-      Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD -WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC-GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC-GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC-GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 17: Unit 7 Inventive Writing, p. 153-158

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA 9/10.RC-TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE 9/10.VD-WB.1b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

#### STANDARD / COURSE 9/10.W- Writing Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA 9/10.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>



GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade **11** - Adopted: **2022**

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
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OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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**STANDARD / COURSE**      **11/12.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **11/12.OD C- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 18: Unit 7 Inventive Writing, p. 159-166

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **9/10.ODC -**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

**STANDARD / COURSE**      **9/10.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **9/10.ODC**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

**STANDARD / COURSE**      **9/10.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade **11** - Adopted: **2022**

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.



OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
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## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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#### STANDARD / COURSE      11/12.W-      Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **11/12.OD C-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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**STANDARD / COURSE**      **11/12.GC -**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
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OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
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**Idaho Content Standards**

**Language Arts**

**Grade 9 - Adopted: 2022**

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
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<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.

GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

#### Grade 10 - Adopted: 2022

#### STANDARD / COURSE      9/10.RC-      Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL      9/10.RC-TE.      Textual Evidence (TE)

GLE / BIG IDEA      9/10.RC-TE.3.      Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE      9/10.VD-      Vocabulary Development Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL      9/10.VD-WB.      Word Building (WB)

GLE / BIG IDEA      9/10.VD-WB.1.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE      9/10.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

#### STANDARD / COURSE      9/10.W-      Writing Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL      9/10.W-RW.      Range of Writing (RW)

GLE / BIG IDEA      9/10.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      9/10.W-RW.3.      Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA      9/10.W-RW.5.      Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>

OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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#### STANDARD / COURSE      11/12.W-      Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)

GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

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## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>



GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

**STANDARD / COURSE**      **11/12.RC -**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>

GLE / BIG IDEA	11/12.VD- AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS- IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS- DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W- RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W- RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W- RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC -NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.



**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

**STANDARD / COURSE**      **11/12.RS-**      **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
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**STANDARD / COURSE**      **11/12.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **11/12.OD C-**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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**STANDARD / COURSE**      **11/12.GC -**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	11/12.GC- GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC- GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC- GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 21: Unit 8 Formal Essay Models, p. 183-192

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE      9/10.RC-      Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA      9/10.RC-TE.3.      Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE      9/10.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE      9/10.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

#### STANDARD / COURSE      9/10.RS-      Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA      9/10.RS-IP.1.      Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

#### STANDARD / COURSE      9/10.W-      Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

# Idaho Content Standards

## Language Arts

Grade 10 - Adopted: 2022

### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 9/10.RC-TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
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GLE / BIG IDEA 9/10.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 9/10.VD-WB.1b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

### STANDARD / COURSE 9/10.RS- Research Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA 9/10.RS-IP.1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

### STANDARD / COURSE 9/10.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA 9/10.W-RW.1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA 9/10.W-RW.3. Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.



OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC-GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC-GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC-GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC-GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 22: Unit 8 Formal Essay Models, p. 193-200

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE      9/10.RC-      Reading Comprehension Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA      9/10.RC-TE.3.      Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE      9/10.VD-      Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
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GLE / BIG IDEA      9/10.VD-WB.1.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE      9/10.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).

#### STANDARD / COURSE      9/10.W-      Writing Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA      9/10.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>

GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
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**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
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<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>
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OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
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**STANDARD / COURSE**      **11/12.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **11/12.OD C- Oral and Digital Communications Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 23: Unit 8 Formal Essay Models, p. 201-206

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC- TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC- TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD- WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD- WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD- WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).



**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **9/10.ODC -**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

**STANDARD / COURSE**      **9/10.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

**STANDARD / COURSE**      **9/10.ODC**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

**STANDARD / COURSE**      **9/10.GC-**      **Grammar and Conventions Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## Idaho Content Standards

### Language Arts

Grade **11** - Adopted: **2022**

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

OBJECTIVE	11/12.GC- GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
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## Idaho Content Standards

### Language Arts

#### Grade 12 - Adopted: 2022

#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE      11/12.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.

OBJECTIVE      11/12.VD-WB.2b.      Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).

#### STANDARD / COURSE      11/12.W-      Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA      11/12.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      11/12.W-RW.3&4.      (Teachers can include informational and narrative writing at their discretion.)

GLE / BIG IDEA      11/12.W-RW.5.      Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA      11/12.W-RW.6.      Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
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OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
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Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

## Idaho Content Standards

### Language Arts

#### Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
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<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-L.	Literature (L)
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<b>GLE / BIG IDEA</b>	<b>9/10.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.



GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

#### Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

Grade **11** - Adopted: **2022**

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	11/12.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE	11/12.RC-L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.

OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
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## Idaho Content Standards

### Language Arts

#### Grade 12 - Adopted: 2022

#### STANDARD / COURSE      11/12.RC      Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL      11/12.RC-TE.      Textual Evidence (TE)

GLE / BIG IDEA      11/12.RC-TE.3.      Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.

#### STANDARD / COURSE      11/12.RC      Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL      11/12.RC-L.      Literature (L)

GLE / BIG IDEA      11/12.RC-L.5.      Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE      11/12.RC-L.5b.      Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.

OBJECTIVE      11/12.RC-L.5e.      Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.

#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL      11/12.VD-WB.      Word Building (WB)

GLE / BIG IDEA      11/12.VD-WB.1.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE      11/12.VD-WB.1a.      Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.

OBJECTIVE      11/12.VD-WB.1b.      Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).

OBJECTIVE      11/12.VD-WB.1d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### STANDARD / COURSE      11/12.VD-      Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>

OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).
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<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
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GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

## Idaho Content Standards

### Language Arts

#### Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-L.</b>	<b>Literature (L)</b>



<b>GLE / BIG IDEA</b>	<b>9/10.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.

GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

#### Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., defend, defense, defendant, defensible).
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

Grade **11** - Adopted: **2022**

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-L.</b>	<b>Literature (L)</b>
GLE / BIG IDEA	11/12.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE	11/12.RC-L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	11/12.VD-WB.2b.	Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.1.	Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
GLE / BIG IDEA	11/12.W-RW.3&4.	(Teachers can include informational and narrative writing at their discretion.)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.

OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

#### Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.RC -L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	11/12.RC -L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
OBJECTIVE	11/12.RC -L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD -WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD -WB.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE	11/12.VD -WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.2.</b>	<b>Determine how words and phrases provide meaning and nuance to texts.</b>

OBJECTIVE      11/12.VD-WB.2b.      Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA      11/12.VD-AV.3.      Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA      11/12.RS-IP.1.      Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

**STANDARD / COURSE**      **11/12.W- Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA      11/12.W-RW.1.      Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.

GLE / BIG IDEA      11/12.W-RW.3&4.      (Teachers can include informational and narrative writing at their discretion.)

GLE / BIG IDEA      11/12.W-RW.5.      Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

### Idaho Content Standards

#### Language Arts

#### Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-L.	Literature (L)
GLE / BIG IDEA	9/10.RC-L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

# Idaho Content Standards

## Language Arts

Grade 10 - Adopted: 2022

### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 9/10.RC-TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC-L. Literature (L)

#### GLE / BIG IDEA 9/10.RC-L.5. Use evidence from literature to demonstrate understanding of grade-level texts.

OBJECTIVE 9/10.RC-L.5a. Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.

OBJECTIVE 9/10.RC-L.5b. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.

### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC-NF. Nonfiction Text (NF)

#### GLE / BIG IDEA 9/10.RC-NF.6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 9/10.RC-NF.6e. Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.

### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

#### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.VD-WB. Word Building (WB)

#### GLE / BIG IDEA 9/10.VD-WB.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 9/10.VD-WB.1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 9/10.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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**STANDARD / COURSE**      **9/10.RS-**      **Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
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GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **9/10.ODC -**      **Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
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GLE / BIG IDEA	9/10.OD-C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	11/12.RC-L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)



<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
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<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
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GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
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OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
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OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
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## Idaho Content Standards

### Language Arts

#### Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -TE.	Textual Evidence (TE)
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GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC -L.	Literature (L)
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GLE / BIG IDEA	11/12.RC -L.5.	Use evidence from literature to demonstrate understanding of grade-level texts.
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OBJECTIVE	11/12.RC-L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)

GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 233-244

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>

GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.

GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

#### Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-L.5a.	Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.
OBJECTIVE	9/10.RC-L.5b.	Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6e.	Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
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<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
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GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
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GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
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GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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## Idaho Content Standards

### Language Arts

#### Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
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<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	11/12.RC-L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
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OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
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**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

**STANDARD / COURSE**      **11/12.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

#### Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-L.</b>	<b>Literature (L)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.RC-L.5.</b>	<b>Use evidence from literature to demonstrate understanding of grade-level texts.</b>

OBJECTIVE	11/12.RC-L.5b.	Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.
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OBJECTIVE	11/12.RC-L.5e.	Compare and contrast how works of literary or cultural significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.
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**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
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OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **11/12.VD- Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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**STANDARD / COURSE**      **11/12.RS- Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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**STANDARD / COURSE**      **11/12.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

### Idaho Content Standards

#### Language Arts

Grade 9 - Adopted: 2022

**STANDARD / COURSE**      **9/10.RC-**      **Reading Comprehension Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.RC-NF.6.</b>	<b>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</b>
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.2.	(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>9/10.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.2.	(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.



GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC -OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

Grade **11** - Adopted: **2022**

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC -TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC -TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
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STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.	Word Building (WB)
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
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OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-AV.	Academic Vocabulary (AV)
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GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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STANDARD / COURSE	11/12.RS-	Research Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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STANDARD / COURSE	11/12.RS-	Research Strand
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CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.2.	Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.

OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
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## Idaho Content Standards

### Language Arts

#### Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

**STANDARD / COURSE**      **11/12.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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**STANDARD / COURSE**      **11/12.RS- Research Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS-DR.	Deep Reading on Topics to Build Knowledge (DR)
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GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
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**STANDARD / COURSE**      **11/12.W- Writing Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W-RW.	Range of Writing (RW)
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GLE / BIG IDEA	11/12.W-RW.2.	Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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**STANDARD / COURSE**      **11/12.OD C- Oral and Digital Communications Strand**

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
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GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

## Idaho Content Standards

### Language Arts

#### Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.2.	(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>Idaho Content Standards</b>		

## Language Arts

### Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
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GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
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<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	9/10.W-RW.2.	(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)
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GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
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GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
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GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
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<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
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GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
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<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
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GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
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GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
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GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	11/12.W-RW.2.	Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
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GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.2.	Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.

OBJECTIVE	11/12.GC- -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC- -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

## Idaho Content Standards

### Language Arts

Grade 9 - Adopted: 2022

#### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
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GLE / BIG IDEA 9/10.RC-TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE 9/10.RC-NF.6a. Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.

#### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE 9/10.VD-WB.1a. Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE 9/10.VD-WB.1d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### STANDARD / COURSE 9/10.VD- Vocabulary Development Strand

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	9/10.W-RW.2.	(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)

<b>STANDARD / COURSE</b>	<b>9/10.ODC</b>	<b>Oral and Digital Communications Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.

<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

### Idaho Content Standards

#### Language Arts

#### Grade 10 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-TE.	Textual Evidence (TE)
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
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CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-NF.	Nonfiction Text (NF)
GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-WB.</b>	<b>Word Building (WB)</b>
<b>GLE / BIG IDEA</b>	<b>9/10.VD-WB.1.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	9/10.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	9/10.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**STANDARD / COURSE**      **9/10.VD-**      **Vocabulary Development Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
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GLE / BIG IDEA	9/10.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
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**STANDARD / COURSE**      **9/10.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
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GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
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**STANDARD / COURSE**      **9/10.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
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GLE / BIG IDEA	9/10.RS-DR.2.	Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
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**STANDARD / COURSE**      **9/10.W-**      **Writing Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.W-RW.</b>	<b>Range of Writing (RW)</b>
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GLE / BIG IDEA	9/10.W-RW.2.	(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

Grade 11 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>11/12.RC -</b>	<b>Reading Comprehension Strand</b>
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<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	11/12.RC-TE.3.	Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.
<b>STANDARD / COURSE</b>	<b>11/12.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RC-NF.</b>	<b>Nonfiction Text (NF)</b>
GLE / BIG IDEA	11/12.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	11/12.RC-NF.6b.	Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-WB.</b>	<b>Word Building (WB)</b>
GLE / BIG IDEA	11/12.VD-WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
OBJECTIVE	11/12.VD-WB.1a.	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.
OBJECTIVE	11/12.VD-WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD-AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>

GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS-DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.2.	Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

**STANDARD / COURSE**      **11/12.RC -**      **Reading Comprehension Strand**

**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **11/12.RC -TE.**      **Textual Evidence (TE)**

GLE / BIG IDEA      11/12.RC -TE.3.      Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.

**STANDARD / COURSE**      **11/12.RC -**      **Reading Comprehension Strand**

**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **11/12.RC -NF.**      **Nonfiction Text (NF)**

GLE / BIG IDEA      11/12.RC -NF.6.      Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

OBJECTIVE      11/12.RC -NF.6b.      Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.

**STANDARD / COURSE**      **11/12.VD-**      **Vocabulary Development Strand**

**CONTENT KNOWLEDGE AND SKILLS / GOAL**      **11/12.VD-WB.**      **Word Building (WB)**

GLE / BIG IDEA      11/12.VD-WB.1.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.

OBJECTIVE      11/12.VD -WB.1a.      Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.

OBJECTIVE	11/12.VD -WB.1d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>STANDARD / COURSE</b>	<b>11/12.VD-</b>	<b>Vocabulary Development Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.VD-AV.</b>	<b>Academic Vocabulary (AV)</b>
GLE / BIG IDEA	11/12.VD -AV.3.	Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS -IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-DR.</b>	<b>Deep Reading on Topics to Build Knowledge (DR)</b>
GLE / BIG IDEA	11/12.RS -DR.2.	Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W- RW.2.	Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
GLE / BIG IDEA	11/12.W- RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

### Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

## Idaho Content Standards

### Language Arts

#### Grade 9 - Adopted: 2022

<b>STANDARD / COURSE</b>	<b>9/10.RC-</b>	<b>Reading Comprehension Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.RC-TE.</b>	<b>Textual Evidence (TE)</b>
GLE / BIG IDEA	9/10.RC-TE.3.	Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.
<b>STANDARD / COURSE</b>	<b>9/10.RS-</b>	<b>Research Strand</b>

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
GLE / BIG IDEA	9/10.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>9/10.W-</b>	<b>Writing Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W-RW.	Range of Writing (RW)
GLE / BIG IDEA	9/10.W-RW.2.	(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)
GLE / BIG IDEA	9/10.W-RW.3.	Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.
GLE / BIG IDEA	9/10.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.

GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

#### Grade 10 - Adopted: 2022

#### STANDARD / COURSE 9/10.RC- Reading Comprehension Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC-TE. Textual Evidence (TE)

GLE / BIG IDEA 9/10.RC-TE.3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.

#### STANDARD / COURSE 9/10.RS- Research Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RS-IP. Inquiry Process to Build, Present, and Use Knowledge (IP)

GLE / BIG IDEA 9/10.RS-IP.1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.

#### STANDARD / COURSE 9/10.W- Writing Strand

##### CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.W-RW. Range of Writing (RW)

GLE / BIG IDEA 9/10.W-RW.2. (Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)

GLE / BIG IDEA 9/10.W-RW.3. Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.

GLE / BIG IDEA 9/10.W-RW.5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.

GLE / BIG IDEA	9/10.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>9/10.ODC -</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.ODC-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	9/10.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
<b>STANDARD / COURSE</b>	<b>9/10.GC-</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>9/10.GC-GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	9/10.GC-GU.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
GLE / BIG IDEA	9/10.GC-GU.1g.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC-GU.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

## Idaho Content Standards

### Language Arts

Grade **11** - Adopted: **2022**

<b>STANDARD / COURSE</b>	<b>11/12.RS-</b>	<b>Research Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>



GLE / BIG IDEA	11/12.W-RW.2.	Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
<b>GLE / BIG IDEA</b>	<b>11/12.GC -GU.1.</b>	<b>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</b>
OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

## Idaho Content Standards

### Language Arts

Grade 12 - Adopted: 2022

**STANDARD / COURSE**      **11/12.RS-**      **Research Strand**

<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.RS-IP.</b>	<b>Inquiry Process to Build, Present, and Use Knowledge (IP)</b>
GLE / BIG IDEA	11/12.RS-IP.1.	Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., APA, MLA, Chicago) for citations and bibliographies.
<b>STANDARD / COURSE</b>	<b>11/12.W-</b>	<b>Writing Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.W-RW.</b>	<b>Range of Writing (RW)</b>
GLE / BIG IDEA	11/12.W-RW.2.	Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience's knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.
GLE / BIG IDEA	11/12.W-RW.5.	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion and clarify the relationships between and among ideas and concepts.
GLE / BIG IDEA	11/12.W-RW.6.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)
<b>STANDARD / COURSE</b>	<b>11/12.OD C-</b>	<b>Oral and Digital Communications Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.OD C-OC.</b>	<b>Oral Communications (OC)</b>
GLE / BIG IDEA	11/12.OD C-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
<b>STANDARD / COURSE</b>	<b>11/12.GC -</b>	<b>Grammar and Conventions Strand</b>
<b>CONTENT KNOWLEDGE AND SKILLS / GOAL</b>	<b>11/12.GC -GU.</b>	<b>Grammar and Usage (GU)</b>
GLE / BIG IDEA	11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.

OBJECTIVE	11/12.GC -GU.1b.	Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.
OBJECTIVE	11/12.GC -GU.1c.	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the writing type.
OBJECTIVE	11/12.GC -GU.1d.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.