# 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**

		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).
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.
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.)
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.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.

		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

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.
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		
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.)
ST ANDARD / COURSE	0,2011	knowledge about the world. (These texts should be at a range of complexity levels so students
STANDARD /	DR.2.	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.)
ST ANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	DR.2.  9/10.ODC  9/10.ODC	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.)  Oral and Digital Communications Strand

#### **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 -RF.	Reading Fluency (RF)
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).
ST ANDARD / 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.
ST ANDARD / 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.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.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.
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.

		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 -RF.	Reading Fluency (RF)
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
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).
STANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD- AV.	Academic Vocabulary (AV)
KNOWLEDGE AND SKILLS /		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.
KNOWLEDGE AND SKILLS / GOAL	AV.	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

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)
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.
ST ANDARD / COURSE	11/12.OD C-	Oral and Digital Communications Strand
		Oral and Digital Communications Strand  Oral Communications (OC)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	C- 11/12.OD	· ·

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

# **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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- 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).
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- 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.)
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.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  STANDARD / COURSE		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
STANDARD /	C-OC.1.	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.

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- 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).
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- 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.)

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.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
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.
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#### **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.
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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.
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	11/12.0D 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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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.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 /	11/12.VD-	Vocabulary Development Strand
COURSE		

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-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

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
	11/12.GC - 11/12.GC -GU.	Grammar and Conventions Strand  Grammar and Usage (GU)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.GC	

# Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

# **Idaho Content Standards**

Grade <b>9</b> - Adopted: <b>2022</b>		
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.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.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).
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.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.)
ST ANDARD / 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.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 /	9/10.GC-	Grammar and Conventions Strand
COURSE	3/10.00	Grammar and Conventions Strand
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- GU.	Grammar and Usage (GU)

		Grade <b>10</b> - Adopted: <b>2022</b>
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.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.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).
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.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.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
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.

		Grade 11 - 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
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.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	11/12.0D 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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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)
AND SKILLS /		Use evidence from literature to demonstrate understanding of grade-level texts.

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).
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		in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use
ST ANDARD /	-AV.3.	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.

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	11/12.0D 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.

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

# **Idaho Content Standards**

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- 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.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.
ST ANDARD / 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).
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.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.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
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- GU.	Grammar and Usage (GU)
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.
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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.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.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).
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.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-	Write informational texts that introduce the topic clearly by providing needed context, presenting
GLE / BIG IDEA	RW.3.	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.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
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- GU.	Grammar and Usage (GU)
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

Grade 11 - 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
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.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	11/12.0D 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.

		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.
ST ANDARD / COURSE	11/12.VD-	Vocabulary Development Strand
	11/12.VD- 11/12.VD- WB.	Vocabulary Development Strand  Word Building (WB)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.VD-	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD- WB.	Word Building (WB)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.VD- WB. 11/12.VD- WB.1.	Word Building (WB)  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.  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE	11/12.VD- WB. 11/12.VD- WB.1. 11/12.VD- -WB.1a.	Word Building (WB)  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.  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.  Identify and correctly use patterns of word changes that indicate different meanings or parts of
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE	11/12.VD- WB.  11/12.VD- WB.1.  11/12.VD- -WB.1a.	Word Building (WB)  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.  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.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE  OBJECTIVE  STANDARD /	11/12.VD-WB.  11/12.VD-WB.1.  11/12.VD-WB.1a.  11/12.VD-WB.1b.	Word Building (WB)  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.  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.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).  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).

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.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	11/12.0D 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.

# Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-50

# **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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.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.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).

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.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.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
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**

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.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.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).
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.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.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
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.

		Grade 11 - 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
	11/12.VD- 11/12.VD- WB.	Vocabulary Development Strand  Word Building (WB)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.VD-	· ·
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD- WB.	Word Building (WB)  Determine or clarify the meaning of unknown and multiple-meaning words and phrases
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.VD- WB. 11/12.VD- WB.1.	Word Building (WB)  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.  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE	11/12.VD- WB.1. 11/12.VD- WB.1. 11/12.VD- WB.1a.	Word Building (WB)  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.  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.  Identify and correctly use patterns of word changes that indicate different meanings or parts of
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE	11/12.VD- WB.1.  11/12.VD- WB.1.  11/12.VD- -WB.1a.  11/12.VD-	Word Building (WB)  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.  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.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE  OBJECTIVE  STANDARD /	11/12.VD-WB.1.  11/12.VD-WB.1a.  11/12.VD-WB.1b.  11/12.VD-WB.1b.	Word Building (WB)  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.  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.  Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).  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).

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.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	11/12.0D 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.

		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
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.W-	Writing Strand
CONTENT	11/12.W-	Range of Writing (RW)
KNOWLEDGE AND SKILLS / GOAL	RW.	Range of writing (RW)
KNOWLEDGE AND SKILLS /		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.
KNOWLEDGE AND SKILLS / GOAL	<b>RW.</b> 11/12.W-	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,
KNOWLEDGE AND SKILLS / GOAL 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.
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  GLE / BIG IDEA	11/12.W-RW.1.  11/12.W-RW.3&4.	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.  (Teachers can include informational and narrative writing at their discretion.)  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
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  GLE / BIG IDEA	11/12.W-RW.1.  11/12.W-RW.3&4.  11/12.W-RW.5.	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.  (Teachers can include informational and narrative writing at their discretion.)  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.  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.
GLE / BIG IDEA  GLE / BIG IDEA  GLE / BIG IDEA  GLE / BIG IDEA	11/12.W-RW.1.  11/12.W-RW.3&4.  11/12.W-RW.5.	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.  (Teachers can include informational and narrative writing at their discretion.)  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.  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.)

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.

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

### **Idaho Content Standards**

Grade <b>9</b> - Adopted: <b>2022</b>		
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- 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).
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- 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.)
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.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
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- GU.	Grammar and Usage (GU)
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.

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- 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).
ST ANDARD / 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- 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.)
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.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
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- GU.	Grammar and Usage (GU)
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.

Grade 11 - 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.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	11/12.OD	Oral Communications (OC)
KNOWLEDGE AND SKILLS / GOAL	C-OC.	
AND SKILLS /	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.
AND SKILLS / GOAL	11/12.OD	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
AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD /	11/12.OD C-OC.1.	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.
AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.OD C-OC.1. 11/12.GC	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.  Grammar and Conventions Strand

### **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 -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.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	11/12.0D 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.

## Lesson 07: Unit 4 Summarizing a Reference, p. 59-66

## **Idaho Content Standards**

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- 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).
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- 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.)
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.)

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.
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.

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- 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).
ST ANDARD / 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- 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.)
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.

		Grade 11 - Adopted: 2022
		Language Arts
		Idaho Content Standards
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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.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.1f.	Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- GU.	Grammar and Usage (GU)
STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
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.
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC -OC.	Oral Communications (OC)
STANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
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.)
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.

		Grade 11 - 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.
ST ANDARD / 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.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	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook,
	-GU.1c.	Turabian's Manual for Writers) appropriate for the writing type.

		Grade <b>12</b> - Adopted: <b>2022</b>
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.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)

OBJECTIVE	GLE / BIG IDEA	11/12.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
CONTENT KNOWLEDGE AND SKILLS / GOAL  CLE / BIG IDEA  11/12.VD Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content demonstrate independence in gathering vocabulary in grade-level reading and content demonstrate independence in gathering vocabulary showledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.  STANDARD / CONTENT KNOWLEDGE AND SKILLS / GOAL  CLE / BIG IDEA  11/12.W- CREATER / CONTENT KNOWLEDGE AND SKILLS / GOAL  CLE / BIG IDEA  11/12.W- CREATER / CREATER	OBJECTIVE		
AV.		11/12.VD-	Vocabulary Development Strand
-AV.3. 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  CONTENT KNOWLEDGE AND SKILLS / GOAL  STANDARD / LI1/12.RS 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  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA 11/12.W- Range of Writing (RW)  PRW. 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.5.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, bicusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)  STANDARO / C-C-C-C- AND SKILLS / C-C-C-C-C-C-C-C-C-C-C-C-C-C-C-C-C-C-C	KNOWLEDGE AND SKILLS /		Academic Vocabulary (AV)
CONTENT KNOWLEDGE AND SKILLS / GOAL  STANDARD / COURSE  11/12.W- Writing Strand  CONTENT KNOWLEDGE AND SKILLS / GOAL  11/12.W- Writing Strand  CONTENT KNOWLEDGE AND SKILLS / GOAL  11/12.W- Range of Writing (RW)  PW.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.38.4.  GLE / BIG IDEA  11/12.W- RW.38.4.  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 informations 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.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / Oral Communications (OC)  Tal 11/12.OD  CONTENT KNOWLEDGE AND SKILLS / Oral Communications (OC)	GLE / BIG IDEA		in grade-level reading and content; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use
RNOMLEGE   AND SKILLS   GOAL		11/12.RS-	Research Strand
STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  LIJ12W- RW.1.  GLE / BIG IDEA  LIJ12W- RW.3.4.  GLE / BIG IDEA  LIJ12W- RW.3.4.  GLE / BIG IDEA  LIJ12W- RW.3.5.  GLE / BIG IDEA  LIJ12W- RW.3.6.  GLE / BIG IDEA  LIJ12W- RW.5.  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  LIJ12W- RW.5.  Produce clear and coherent organizational structures that attend to the norms and conventions of the writing gene, 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  LIJ12W- 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  CONTENT KNOWLEDGE  AND SKILLS /	KNOWLEDGE AND SKILLS /		Deep Reading on Topics to Build Knowledge (DR)
CONTENT KNOWLEDGE AND SKILLS / GOAL  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.384.  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  CONTENT KNOWLEDGE AND SKILLS / DIALO.  Oral Communications (OC)	GLE / BIG IDEA		
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.  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  CONTENT (II)12.OD Cral and Digital Communications Strand  COURSE  11/12.OD Cral Communications (OC)  COC. AND SKILLS / II)12.OD Cral Communications (OC)		11/12.W-	Writing Strand
RW.1. 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 / C-C  CONTENT KNOWLEDGE AND SKILLS / Oral Communications (OC)			
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  CONTENT KNOWLEDGE AND SKILLS /	KNOWLEDGE AND SKILLS /		Range of Writing (RW)
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-OC.  Oral and Digital Communications Strand  CONTENT KNOWLEDGE AND SKILLS /  11/12.OD C-OC.  Oral Communications (OC)	KNOWLEDGE AND SKILLS / GOAL	<b>RW.</b> 11/12.W-	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,
RW.6. 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  C-  CONTENT KNOWLEDGE AND SKILLS /  COURSE  CONTENT COURSE  11/12.OD COMMUNICATIONS (OC)	KNOWLEDGE AND SKILLS / GOAL 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.
COURSE C-  CONTENT 11/12.OD Oral Communications (OC)  KNOWLEDGE AND SKILLS /	KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  GLE / BIG IDEA	11/12.W-RW.1.  11/12.W-RW.3&4.	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.  (Teachers can include informational and narrative writing at their discretion.)  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
KNOWLEDGE C-OC. AND SKILLS /	GLE / BIG IDEA  GLE / BIG IDEA	11/12.W-RW.1.  11/12.W-RW.3&4.  11/12.W-RW.5.	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.  (Teachers can include informational and narrative writing at their discretion.)  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.  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.
	GLE / BIG IDEA  GLE / BIG IDEA  GLE / BIG IDEA  GLE / BIG IDEA	11/12.W-RW.1.  11/12.W-RW.3&4.  11/12.W-RW.5.	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.  (Teachers can include informational and narrative writing at their discretion.)  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.  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.)

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.

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

### **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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- 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).
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
	9/10.RS- 9/10.RS- DR.	Research Strand  Deep Reading on Topics to Build Knowledge (DR)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.RS-	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.RS- DR. 9/10.RS- DR.2.	Deep Reading on Topics to Build Knowledge (DR)  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.)
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.RS- DR. 9/10.RS- DR.2. 9/10.W-	Deep Reading on Topics to Build Knowledge (DR)  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.)  Writing Strand

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

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- 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).
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- 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.)
ST ANDARD / 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.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
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.

Construction Advantage Arts		
		Grade 11 - Adopted: 2022
ST AND ARD / 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.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.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.

		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.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.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**

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)
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.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
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.

		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)
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.)
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.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
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.

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).	
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.

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)
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.

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

# **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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.)
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.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
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.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.)
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.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
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.

		Grade <b>11</b> - Adopted: <b>2022</b>
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)
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.)

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.
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.)
11/12.OD C-	Oral and Digital Communications Strand
11/12.OD C-OC.	Oral Communications (OC)
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.
11/12.GC -	Grammar and Conventions Strand
11/12.GC -GU.	Grammar and Usage (GU)
11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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.
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.
	11/12.W-RW.6.  11/12.OD C-OC.  11/12.OD C-OC.1.  11/12.GC -GU.1.  11/12.GC -GU.1.

Grade <b>12</b> - Adopted: <b>2022</b>		
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)
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.

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

# **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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.)

STANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS /	9/10.ODC -OC.	Oral Communications (OC)

GOAL

GU.1j.

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
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-	Choose language that expresses ideas precisely and concisely, recognizing and eliminating

# **Idaho Content Standards**

wordiness and redundancy.

		Grade 10 - 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)

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.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
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.

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)
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	11/12.0D 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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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)
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	ideas, resolving contradictions when possible; and determining what additional information is
	11/12.GC - 11/12.GC -GU.	ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.
COURSE  CONTENT KNOWLEDGE AND SKILLS /	- 11/12.GC	ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.  Grammar and Conventions Strand
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	- 11/12.GC -GU. 11/12.GC	ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.  Grammar and Conventions Strand  Grammar and Usage (GU)  Demonstrate command of the conventions of English grammar and usage when writing
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.GC -GU. 11/12.GC -GU.1.	ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.  Grammar and Conventions Strand  Grammar and Usage (GU)  Demonstrate command of the conventions of English grammar and usage when writing or speaking.  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

		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- 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).
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.
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.)
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.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
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.

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- 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).
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.
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.)
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.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
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.

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.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- 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.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.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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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.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- 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.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.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**

Grade <b>9</b> - Adopted: <b>2022</b>		
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- 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).
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.
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.)
ST ANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS /	9/10.W- RW.	Range of Writing (RW)
GOAL		

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.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
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.

# Language Arts

Grade **10** - Adopted: **2022** 

STANDARD / COURSE 9/10.RC-

Reading Comprehension Strand

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

		Grade 11 - 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.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- 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.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.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.

Grade 12 - Adopted: 2022		
		Grade 12 - Αμοβιεά. 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.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- 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.RS-	Research Strand
	11/12.RS- 11/12.RS- DR.	Research Strand  Deep Reading on Topics to Build Knowledge (DR)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.RS-	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)  Read a series of texts independently, with peers, or with modest support, organized around a
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.RS- DR. 11/12.RS -DR.2.	Deep Reading on Topics to Build Knowledge (DR)  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.
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.RS-DR.  11/12.RS-DR.2.  11/12.W-	Deep Reading on Topics to Build Knowledge (DR)  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.  Writing Strand

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	11/12.0D 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.

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

# **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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- 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).
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.
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.)
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.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
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**

		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- 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).
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.
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.)
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.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
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.

## **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)
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.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	11/12.VD- AV.	Academic Vocabulary (AV)
AND SKILLS / GOAL		

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.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.)

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.
ST AND ARD / 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.

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.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- 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.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.
ST ANDARD / 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.

STANDARD /

11/12.RS- Research Strand

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 <b>9</b> - Adopted: <b>2022</b>
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- 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).
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.
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.)
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-	Write informational texts that introduce the topic clearly by providing needed context, presenting

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

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- 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).
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-	these words in discussions and writing.  Research Strand
	9/10.RS- 9/10.RS- IP.	
COURSE  CONTENT KNOWLEDGE AND SKILLS /	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.)
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.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
CONTENT	9/10.GC- GU.	Grammar and Usage (GU)
KNOWLEDGE AND SKILLS / GOAL		

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.

		Grade <b>11</b> - Adopted: <b>2022</b>
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.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- 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.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.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

		Grade <b>12</b> - Adopted: <b>2022</b>
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.
ST ANDARD / 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).
ST ANDARD / 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.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
	11/12.W- 11/12.W- RW.	Writing Strand  Range of Writing (RW)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.W-	-
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.W- RW.	Range of Writing (RW)  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,
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.W- RW. 11/12.W- RW.1.	Range of Writing (RW)  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.
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.W- RW. 11/12.W- RW.1. 11/12.W- RW.3&4.	Range of Writing (RW)  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.  (Teachers can include informational and narrative writing at their discretion.)  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

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.0D 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.

# Lesson 16: Unit 7 Inventive Writing, p. 147-152

# **Idaho Content Standards**

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)

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.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
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.

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).
ST ANDARD / 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.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
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.

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).	
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

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)
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.

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

## **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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.)
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.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
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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## **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.)
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.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
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-	Choose language that expresses ideas precisely and concisely, recognizing and eliminating

## **Language Arts**

wordiness and redundancy.

GU.1j.

		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).
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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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)
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		effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence

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

## **Idaho Content Standards**

		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.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.)
STANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
	9/10.ODC - 9/10.ODC -OC.	Oral and Digital Communications Strand  Oral Communications (OC)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.ODC	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC -OC.	Oral Communications (OC)  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.ODC -OC. 9/10.OD C-OC.1.	Oral Communications (OC)  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.
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.ODC -OC. 9/10.OD C-OC.1. 9/10.GC-	Oral Communications (OC)  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.  Grammar and Conventions Strand
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC -OC. 9/10.OD C-OC.1. 9/10.GC- GU.	Oral Communications (OC)  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.  Grammar and Conventions Strand  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**

		Grade <b>10</b> - Adopted: <b>2022</b>
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.)

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.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
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.

		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).
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
		Oral and Digital Communications Strand  Oral Communications (OC)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	C- 11/12.OD	· ·
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.OD C-OC. 11/12.OD C-OC.1.	Oral Communications (OC)  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.
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.OD C-OC. 11/12.OD C-OC.1. 11/12.GC	Oral Communications (OC)  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.  Grammar and Conventions Strand
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC. 11/12.OD C-OC.1. 11/12.GC -GU.	Oral Communications (OC)  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.  Grammar and Conventions Strand  Grammar and Usage (GU)  Demonstrate command of the conventions of English grammar and usage when writing

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**

		Grade <b>12</b> - Adopted: <b>2022</b>
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)
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.)

11/12.OD C-	Oral and Digital Communications Strand
11/12.OD C-OC.	Oral Communications (OC)
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.
11/12.GC -	Grammar and Conventions Strand
11/12.GC -GU.	Grammar and Usage (GU)
11/12.GC -GU.1.	Demonstrate command of the conventions of English grammar and usage when writing or speaking.
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.
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.
11/12.GC	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as
	11/12.OD C-OC.  11/12.OD C-OC.1.  11/12.GC -GU.1.  11/12.GC -GU.1.  11/12.GC -GU.1b.

## Lesson 19: Unit 8 Formal Essay Models, p. 167-174

## **Idaho Content Standards**

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.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.)
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.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
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.

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.)
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.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
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.

		Grade <b>11</b> - Adopted: <b>2022</b>
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)
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	11/12.GC -GU.	Grammar and Usage (GU)
AND SKILLS / GOAL		

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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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)
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.

## Lesson 20: Unit 8 Formal Essay Models, p. 175-182

## **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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- 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).
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.
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.)
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.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
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**

		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- 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).
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.
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.)
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.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
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.

#### **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)
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.1b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).
OBJECTIVE		
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).
ST ANDARD / COURSE		
STANDARD /	-WB.1d.	inferred meaning in context or in a dictionary).
ST ANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	-WB.1d.  11/12.VD-	inferred meaning in context or in a dictionary).  Vocabulary Development Strand
ST ANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	-WB.1d.  11/12.VD-  11/12.VD-  WB.	inferred meaning in context or in a dictionary).  Vocabulary Development Strand  Word Building (WB)
STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	-WB.1d.  11/12.VD-  11/12.VD-  WB.2.  11/12.VD	Vocabulary Development Strand  Word Building (WB)  Determine how words and phrases provide meaning and nuance to texts.  Analyze how an author uses and refines the meaning of a key term or terms over the course of a
STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE	-WB.1d.  11/12.VD-  11/12.VD-  WB.2.  11/12.VD-  WB.2.	Vocabulary Development Strand  Word Building (WB)  Determine how words and phrases provide meaning and nuance to texts.  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).

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.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.)

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.
ST AND ARD / 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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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.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- 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.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.
ST ANDARD / 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.

STANDARD /

11/12.RS- Research Strand

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**

		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.
ST ANDARD / 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)
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.)
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.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
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.

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

		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.

STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.VD -WB.1b.  11/12.VD- WB.  11/12.VD- WB.2.  11/12.RS- IP.  11/12.RSIP.1.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., symbol, symbolism, symbolic, symbolize).  Vocabulary Development Strand  Word Building (WB)  Determine how words and phrases provide meaning and nuance to texts.  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).  Research Strand  Inquiry Process to Build, Present, and Use Knowledge (IP)
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.  11/12.VD-WB.2.  11/12.VD-WB.2b.  11/12.RS-IP.	Word Building (WB)  Determine how words and phrases provide meaning and nuance to texts.  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).  Research Strand  Inquiry Process to Build, Present, and Use Knowledge (IP)
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD-WB.2.  11/12.VD-WB.2b.  11/12.RS-IP.	Determine how words and phrases provide meaning and nuance to texts.  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).  Research Strand  Inquiry Process to Build, Present, and Use Knowledge (IP)
OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.VD -WB.2b. 11/12.RS- IP.	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).  Research Strand  Inquiry Process to Build, Present, and Use Knowledge (IP)
STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	-WB.2b.  11/12.RS-  11/12.RS- IP.	text (e.g., how FDR explored different ideas regarding freedom in his "Four Freedoms" speech).  Research Strand  Inquiry Process to Build, Present, and Use Knowledge (IP)
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
KNOWLEDGE AND SKILLS / GOAL	11/12.RS	
GLE / BIG IDEA		
		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.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.)
		Produce clear and coherent organizational structures that attend to the norms and conventions of
GLE / BIG IDEA	11/12.W- RW.5.	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		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

CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC.	Oral Communications (OC)
GLE / BIG IDEA	11/12.0D 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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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.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.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	11/12.0D 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.
ST ANDARD / 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.

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

## **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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.)
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.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
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.

#### **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.)
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.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
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.

		Grade <b>11</b> - Adopted: <b>2022</b>
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)
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.)
ST ANDARD / 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.
ST ANDARD / 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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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)
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.

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

## **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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.)
STANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
	9/10.ODC - 9/10.ODC -OC.	Oral and Digital Communications Strand  Oral Communications (OC)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.ODC	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC -OC.	Oral Communications (OC)  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.ODC -OC. 9/10.OD C-OC.1.	Oral Communications (OC)  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.
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.ODC -OC. 9/10.OD C-OC.1. 9/10.GC-	Oral Communications (OC)  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.  Grammar and Conventions Strand
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC -OC. 9/10.OD C-OC.1. 9/10.GC- 9/10.GC-	Oral Communications (OC)  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.  Grammar and Conventions Strand  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**

		Grade <b>10</b> - Adopted: <b>2022</b>
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.)

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.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.
ST ANDARD / 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.

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).
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
		Oral and Digital Communications Strand  Oral Communications (OC)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	C- 11/12.OD	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.0D C-OC.	Oral Communications (OC)  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.0D C-OC. 11/12.0D C-OC.1.	Oral Communications (OC)  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.
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.OD C-OC. 11/12.OD C-OC.1. 11/12.GC	Oral Communications (OC)  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.  Grammar and Conventions Strand
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.OD C-OC. 11/12.OD C-OC.1. 11/12.GC -GU.	Oral Communications (OC)  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.  Grammar and Conventions Strand  Grammar and Usage (GU)  Demonstrate command of the conventions of English grammar and usage when writing

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**

		Grade <b>12</b> - Adopted: <b>2022</b>
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)
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.

# Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

### **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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-	Analyze the development of themes over the course of the text, including how themes emerge and
	L.5a.	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.
ST ANDARD / 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.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)
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.
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.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
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.

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.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)
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.
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.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
	9/10.GC- 9/10.GC- GU.	Grammar and Conventions Strand  Grammar and Usage (GU)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.GC-	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- GU.	Grammar and Usage (GU)  Use subordination, coordination, apposition, and other devices to indicate the relationship between
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.GC- GU. 9/10.GC- GU.1f.	Grammar and Usage (GU)  Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)

		Grade 11 - 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
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- 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.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	11/12.0D 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

 $\label{thm:consulting} \textit{Vary syntax for effect, consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance as a substitution of the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance as a substitution of the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance as a substitution of the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance as a substitution of the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance as a substitution of the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance as a substitution of the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance as a substitution of the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance as a substitution of the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance as a substitution of the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.g., \textit{Tufte's Artful Sentences)} for guidance and the consulting references (e.$ 

-GU.1d. needed.

# **Idaho Content Standards**

		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

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- 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.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	11/12.0D 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.
ST ANDARD / COURSE	11/12.GC -	Grammar and Conventions Strand
	11/12.GC - 11/12.GC -GU.	Grammar and Conventions Strand  Grammar and Usage (GU)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	- 11/12.GC	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.GC -GU.	Grammar and Usage (GU)  Demonstrate command of the conventions of English grammar and usage when writing

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

### **Idaho Content Standards**

		Grade <b>9</b> - Adopted: <b>2022</b>
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-	Use evidence from literature to demonstrate understanding of grade-level texts.
GLE / BIG IDEA	L.5.	Use evidence from interactive 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.
ST ANDARD / 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.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)
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.
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.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
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.

		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.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)
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.
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.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
	9/10.GC- 9/10.GC- GU.	Grammar and Conventions Strand  Grammar and Usage (GU)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.GC-	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC- GU.	Grammar and Usage (GU)  Use subordination, coordination, apposition, and other devices to indicate the relationship between
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.GC- GU. 9/10.GC- GU.1f.	Grammar and Usage (GU)  Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.  Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)

		Grade 11 - 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
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- 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.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.

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

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

# **Idaho Content Standards**

		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- 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		
	WB.1a.	position or function in a sentence) as a clue to the meaning of a word or phrase.  Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
OBJECTIVE ST ANDARD /	WB.1a. 9/10.VD- WB.1d.	position or function in a sentence) as a clue to the meaning of a word or phrase.  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).
OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.VD-WB.1d.  9/10.VD-	Position or function in a sentence) as a clue to the meaning of a word or phrase.  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).  Vocabulary Development Strand
OBJECTIVE  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.1d.  9/10.VD- 9/10.VD- AV.	Position or function in a sentence) as a clue to the meaning of a word or phrase.  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).  Vocabulary Development Strand  Academic Vocabulary (AV)  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

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.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
	9/10.ODC - 9/10.ODC -OC.	Oral and Digital Communications Strand  Oral Communications (OC)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.ODC	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC -OC.	Oral Communications (OC)  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.ODC -OC. 9/10.OD C-OC.1.	Oral Communications (OC)  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.
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.ODC -OC. 9/10.OD C-OC.1. 9/10.GC-	Oral Communications (OC)  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.  Grammar and Conventions Strand
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC -OC.  9/10.OD C-OC.1.  9/10.GC- GU.	Oral Communications (OC)  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.  Grammar and Conventions Strand  Grammar and Usage (GU)

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).

ST ANDARD / 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.
STANDARD / COURSE	9/10.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)
KNOWLEDGE AND SKILLS /		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.
KNOWLEDGE AND SKILLS / GOAL	<b>RW.</b> 9/10.W-	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
KNOWLEDGE AND SKILLS / GOAL  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.  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,
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  GLE / BIG IDEA	9/10.W-RW.3.  9/10.W-RW.5.	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.  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.  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.

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
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.

		Grade <b>11</b> - Adopted: <b>2022</b>
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.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	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
	-IP.1.	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.
ST ANDARD / COURSE	-IP.1. 11/12.W-	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 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.
COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.W-	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.  Writing Strand

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.

		Grade <b>12</b> - Adopted: <b>2022</b>
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.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	11/12.W- RW.	Range of Writing (RW)
AND SKILLS / GOAL		

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	11/12.0D 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.

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

### **Idaho Content Standards**

Grade <b>9</b> - Adopted: <b>2022</b>			
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)
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.
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.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.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
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.

Language Arts		
		Grade <b>10</b> - Adopted: <b>2022</b>
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 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.
OB JECTIVE		
OBOLOTIVE	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.
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.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.
		Develop and shows the control of the standard to the standard
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.)

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.
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.

Grade 11 - Adopted: 2022		
ST ANDARD / 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.

ST ANDARD / 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
	11/12.RS- 11/12.RS- IP.	Research Strand Inquiry Process to Build, Present, and Use Knowledge (IP)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.RS-	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS- IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	11/12.RS-IP.  11/12.RS-IP.1.	Inquiry Process to Build, Present, and Use Knowledge (IP)  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.

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

		Grade <b>12</b> - Adopted: <b>2022</b>
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.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.
ST ANDARD / 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.)
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	11/12.0D 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.

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** 

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- 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
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.
ST ANDARD / 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.)
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.)
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.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
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.

Grade <b>10</b> - Adopted: <b>2022</b>		
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- 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
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.
STANDARD / COURSE	9/10.RS-	Research Strand
	9/10.RS- 9/10.RS- DR.	Research Strand  Deep Reading on Topics to Build Knowledge (DR)
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.RS-	
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)  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
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD /	9/10.RS- DR. 9/10.RS- DR.2.	Deep Reading on Topics to Build Knowledge (DR)  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.)
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.RS- DR. 9/10.RS- DR.2. 9/10.W-	Deep Reading on Topics to Build Knowledge (DR)  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.)  Writing Strand

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.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
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.

Grade 11 - 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

GLE / BIG IDEA  11/12.RC -NF.6.  DBJECTIVE  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- CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.VD- 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- 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- 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  CONTENT KNOWLEDGE AND SKILLS / GOAL  ACAdemic Vocabulary Development Strand  Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content, demonstrate independence in gathering vocabulary
-NF.6b. accords with textual evidence, noting discrepancies among sources.  STANDARD / COURSE  11/12.VD- Vocabulary Development Strand  CONTENT KNOWLEDGE AND SKILLS / GOAL  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- 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- 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  CONTENT KNOWLEDGE AND SKILLS / GOAL  11/12.VD- Academic Vocabulary (AV)  GLE / BIG IDEA  11/12.VD Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary
CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.VD- WB.  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  CONTENT KNOWLEDGE AND SKILLS / GOAL  AV.  Academic Vocabulary (AV)  Academic Vocabulary (AV)  GLE / BIG IDEA  11/12.VD -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 AND SKILLS / GOAL  GLE / BIG IDEA  11/12.VD- 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
DBJECTIVE  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  CONTENT KNOWLEDGE AND SKILLS / GOAL  11/12.VD- Academic Vocabulary (AV)  Academic Vocabulary (AV)  Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary
-WB.1a. 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- Academic Vocabulary (AV)  GLE / BIG IDEA  11/12.VD  Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary
-WB.1d. inferred meaning in context or in a dictionary).  STANDARD / COURSE  11/12.VD- Vocabulary Development Strand  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.VD Acquire and use accurately general academic and content-specific words and phrases occurring in grade-level reading and content; demonstrate independence in gathering vocabulary
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  11/12.VD- 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 AND SKILLS / GOAL  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
-AV.3. 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 / 11/12.RS- Research Strand COURSE
CONTENT 11/12.RS- Inquiry Process to Build, Present, and Use Knowledge (IP) KNOWLEDGE IP. AND SKILLS / GOAL
GLE / BIG IDEA  11/12.RS  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 / 11/12.RS- Research Strand COURSE
CONTENT 11/12.RS- Deep Reading on Topics to Build Knowledge (DR) KNOWLEDGE AND SKILLS / GOAL

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.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.)
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	11/12.0D 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

 $\label{thm:consulting} \mbox{ Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as } \mbox{ }$ 

-GU.1d. needed.

## **Idaho Content Standards**

		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).
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.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)
KNOWLEDGE AND SKILLS /		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.
KNOWLEDGE AND SKILLS / GOAL	<b>RW.</b> 11/12.W-	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
KNOWLEDGE AND SKILLS / GOAL  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.  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
GLE / BIG IDEA	11/12.W-RW.2.  11/12.W-RW.5.	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.  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.  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.

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.

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

## **Idaho Content Standards**

		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.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.

ST ANDARD / 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.)
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.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
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.

		Grade 10 - Adopted: 2022
ST ANDARD / 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.)
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.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
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.

		Grade 11 - Adopted: 2022
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.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.)
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.
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Grade <b>12</b> - Adopted: <b>2022</b>		
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)

-P.1. In visiting by formulating multiple interfocking research questions that span the field of ringuing and scope; gathering relevant intermation efficiently from a variety of automatibative sources, as from direct observation, interviews, and surveys, making distinctions about the string the interference of the task, purpose, and audinerco, noring any discrepal among the data; and following a standard approved format (e.g., APA, MLA; Chicago) for c and bibliographies.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SMILLS? RW.  Writing Strand  Writing GRW)  W			
COUTENT KNOWLEDGE AND SKILLS / GOAL  SITURE  RW.  Range of Writing (RW)  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 e 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 convention the writing genre, and in which ideas, concepts, and other information build on one another; to matting and graphics to support the purpose, aid in comprehension, and create a unified 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 concepts.  GLE / BIG IDEA  11/12.W- RW.6.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying approach, focusing on reframing points to address specific purposes or needs of the audie (Editing should demonstrate command of grade-level Grammar and Conventions.)  STANDARD / COC.  CONTENT  KNOWLEDGE AND SKILLS / GOAL  11/12.OD  Gral Communications (OC)  C-OC.1  GLE / BIG IDEA  11/12.CC  Grammar and Conventions Strand  COURSE  COUTENT  KNOWLEDGE AND SKILLS / GO.  Grammar and Usage (GU)  COUTENT  KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.CC  Grammar and Usage (GU)  Demonstrate command of the conventions of English grammar and usage when we or speaking.	GLE / BIG IDEA		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.
RW.  GLE / BIG IDEA AND SKILLS / GOAL  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 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 concludir 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 convention the writing genre, and in which ideas, concepts, and other information build on one another; formatting and graphics to support the purpose, aid in comprehension, and care a unified 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 idea: concepts.  GLE / BIG IDEA  11/12.W- RW.6.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying approach, focusing on reframing points to address specific purposes or needs of the audie (Editing should demonstrate command of grade-level Grammar and Conventions.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  11/12.OD C-OC.  Engage in collaborative discussions about grade-level topics and texts with peers by promotive discussions and decision-making, establishing individual roles, and tracking or several speakers and responding to diverse perspectives with relevant observations an ideas, resolving contradictions when possible; and determining what additional information required to deepen the investigation or complete the task.  STANDARD / COURSE		11/12.W-	Writing Strand
claim(s) and distinguish those claim(s) from alternate or opposing claims with persuative e 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  1/12.W- Produce clear and coherent organizational structures that attend to the norms and convention the writing genre, and in which ideas, concepts, and other information build on one another; formatting and graphics to support the purpose, aid in comprehension, and create a unified 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 concepts.  GLE / BIG IDEA  1/12.W- RW.6.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or tying approach, focusing on reframing points to address specific purposes or needs of the audie (Editing should demonstrate command of grade-level Grammar and Conventions.)  STANDARD / COURSE  1/1/2.OD  Oral and Digital Communications Strand  COURSE  1/1/2.OD  Oral Communications (OC)  COC.1  Engage in collaborative discussions about grade-level topics and texts with peers by promore civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and of several speakers and responding to diverse perspectives with relevant observations an ideas, resolving contradictions when possible; and determining what additional information required to deepen the investigation or complete the task.  STANDARD / COURSE  1/1/2.GC  Grammar and Usage (GU)  Demonstrate command of the conventions of English grammar and usage when vor speaking.	KNOWLEDGE AND SKILLS /		Range of Writing (RW)
the writing genre, and in which ideas, concepts, and other information build on one another, formatting and graphics to support the purpose, aid in comprehension, and create a unified 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 concepts.  GLE / BIG IDEA  11/12.W- RW.6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying approach, focusing on reframing points to address specific purposes or needs of the audie (Editing should demonstrate command of grade-level Grammar and Conventions.)  STANDARD / COURSE  C-OC. Oral and Digital Communications Strand  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.OD  C-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by promotive civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information required to deepen the investigation or complete the task.  STANDARD / -  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.GC  Grammar and Conventions Strand	GLE / BIG IDEA		anticipates the audience's knowledge level, concerns, and values; and provide a concluding
RW.6. approach, focusing on reframing points to address specific purposes or needs of the audie (Editing should demonstrate command of grade-level Grammar and Conventions.)  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.OD  C-OC.1. Engage in collaborative discussions about grade-level topics and texts with peers by prom civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments an of several speakers and responding to diverse perspectives with relevant observations an ideas, resolving contradictions when possible; and determining what additional information required to deepen the investigation or complete the task.  STANDARD / COURSE  11/12.GC  Grammar and Conventions Strand  COURSE  11/12.GC  Grammar and Usage (GU)  GLE / BIG IDEA  11/12.GC  Demonstrate command of the conventions of English grammar and usage when vor speaking.	GLE / BIG IDEA		sections of the text, create cohesion and clarify the relationships between and among ideas and
CONTENT KNOWLEDGE AND SKILLS / GOAL  11/12.OD C-OC.1  Engage in collaborative discussions about grade-level topics and texts with peers by promovers.  C-OC.1.  Engage in collaborative discussions about grade-level topics and texts with peers by promovers.  C-OC.1.  Engage in collaborative discussions about grade-level topics and texts with peers by promovers.  Engage in collaborative discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and feweral speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information 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 Grammar and Usage (GU)  Demonstrate command of the conventions of English grammar and usage when vor speaking.	GLE / BIG IDEA		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.)
## COC.    STANDARD   CONTENT KNOWLEDGE AND SKILLS   GOAL		11/12.OD C-	Oral and Digital Communications Strand
C-OC.1. civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information required to deepen the investigation or complete the task.  STANDARD /	KNOWLEDGE AND SKILLS /		Oral Communications (OC)
CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.GC -GU.  Grammar and Usage (GU)  Grammar and Usage (GU)  Demonstrate command of the conventions of English grammar and usage when working.	GLE / BIG IDEA		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.
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.GC -GU.1.  Demonstrate command of the conventions of English grammar and usage when vor speaking.		11/12.GC -	Grammar and Conventions Strand
-GU.1. or speaking.	KNOWLEDGE AND SKILLS /		Grammar and Usage (GU)
OBJECTIVE 11/12.GC Use a variety of sentence structures, including compound and compound-complex sentence	GLE / BIG IDEA		Demonstrate command of the conventions of English grammar and usage when writing or speaking.
	OBJECTIVE		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**

		Grade <b>9</b> - Adopted: <b>2022</b>
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- 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

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.
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.)
STANDARD / COURSE	9/10.W-	can read the texts independently, with peers, or with modest support.)  Writing Strand
	9/10.W- 9/10.W- RW.	
COURSE  CONTENT KNOWLEDGE AND SKILLS /	9/10.W-	Writing Strand
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Writing Strand  Range of Writing (RW)
COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.W- RW. 9/10.W- RW.2.	Writing Strand  (Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)  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

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.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.
ST ANDARD / 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.

		Grade <b>10</b> - Adopted: <b>2022</b>
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- 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
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.
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.)
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.)
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.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
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.

## 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)
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.
		word of philase.
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).
OBJECTIVE  STANDARD / COURSE		Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the
STANDARD /	-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).
ST ANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	-WB.1d.  11/12.VD-	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).  Vocabulary Development Strand
STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	-WB.1d.  11/12.VD-  11/12.VD- AV.	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).  Vocabulary Development Strand  Academic Vocabulary (AV)  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

GLE / BIG IDEA  1/12.85  4P.1.  4P.1.			
CONTENT KNOWLEDGE AND SKILLS / GOAL  CLE / BIG IDEA  I1/12.W- Writing Strand  CONTENT KNOWLEDGE AND SKILLS / GOAL  I1/12.W- RW.2.  CLE / BIG IDEA  I1/12.W- RW.5.  Produce clear and coherent organizational structures that attend to he noms and conventions of the writing 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 like management and use precise language, content-specific vocabulary, and varied transitions to like management and use precise language, content-specific vocabulary, and varied transitions to like management presented.  CLE / BIG IDEA  I1/12.W- RW.6.  CLE / BIG IDEA  I1/12.W- RW.6.  Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, locusing on retraining proints to address specific upurposes or needs of the audience.  (Editing should demonstrate command of grade-level Grammar and Conventions.)  STANDARD /  C.O.C.  CONTENT KNOWLEDGE AND SKILLS / GOAL  STANDARD /  I1/12.OD  Cral Communications (OC)  Engage in collaborative discussions about grade-level topics and texts with peers by promoting civil. democrate discussions and decision making, establishing individual roles, and tracking progress on specific goals; propelling conversations fivaled by symbosting rounders 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		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
RNOMLEDGE AND SKILLS / GOAL  IJ1/12.WS  Read a series of lexts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  IJ1/12.W- RW.2.  Writing Strand  Writing (RW)  RW.2.  Writing Strand  Writing (RW)  Writing Strand  Writing (RW)  RW.2.  Writing Strand  Writing (RW)  Writing Strand  Writing (RW)  RW.2.  Writing and distinguish hose 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  IJ1/12.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 lext, create cohesion and clarify the relationships between and among ideas and concepts.  STANDARD /  COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  IJ1/12.OD  Oral and Digital Communications Strand  C-OC.1.  COC.1.  COC.1.  COC.2.  COC.3.  COC.3.  COC.4.  COC.3.  COC.4.  COC.4.  COC.5.  COC.4.  COC.6.  COC.6.  COC.6.  COC.6.  COC.7.  COC.7.  COC.7.  COC.7.  COC.8.  COC.8.  COC.8.  COC.9.  COC.9.  COC.9.  COC.9.  COC.9.  COC.9.  COC.1.  COC.1.  C		11/12.RS-	Research Strand
-DR.2. variety of conceptually related topics to build knowledge about the world.  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.W- RW.2. Writing Strand  Writing Strand  Writing Strand  CONTENT KNOWLEDGE AND SKILLS / GOAL  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 retraining points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)  STANDARD / CORS  CONTENT KNOWLEDGE AND SKILLS / GOAL  11/12.OD Crail Communications (OC)  COC. Oral Communications (OC)  STANDARD / Living Strand Corventions 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 d	KNOWLEDGE AND SKILLS /		Deep Reading on Topics to Build Knowledge (DR)
CONTENT KNOWLEDGE AND SKILLS?  GLE / BIG IDEA  II/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  II/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 formating 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  II/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  CONTENT AND AND / COC.  Oral and Digital Communications Strand  COCOL.  Lili2.OD Cral Communications (OC)  COC.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 relevances and ideas of several speakers and responding to diverse perspectives with relevances and ideas of several speakers and responding to diverse perspectives with relevances and ideas of sever	GLE / BIG IDEA		
RW.   RW.   RW.   RW.   RW.   RW.		11/12.W-	Writing Strand
RW.2. 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 gangren, 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. Povelop 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 / C-OC. Oral and Digital Communications Strand  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.OD C-OC. Program 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.	KNOWLEDGE AND SKILLS /		Range of Writing (RW)
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.  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  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  11/12.OD C-OC.  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 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		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
RW.6. 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 / 11/12.OD C-A	GLE / BIG IDEA		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
CONTENT KNOWLEDGE AND SKILLS / GOAL  11/12.OD C-OC.  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		approach, focusing on reframing points to address specific purposes or needs of the audience.
KNOWLEDGE AND SKILLS / GOAL  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 /  11/12.GC Grammar and Conventions Strand			Oral and Digital Communications Strand
C-OC.1. 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 / 11/12.GC Grammar and Conventions Strand	KNOWLEDGE AND SKILLS /		Oral Communications (OC)
	GLE / BIG IDEA		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
		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.

Crade 12 Adented: 2022		
		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).
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.
ST ANDARD / 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.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	11/12.RS- DR.	Deep Reading on Topics to Build Knowledge (DR)
KNOWLEDGE AND SKILLS /		Deep Reading on Topics to Build Knowledge (DR)  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.
KNOWLEDGE AND SKILLS / GOAL	DR.	Read a series of texts independently, with peers, or with modest support, organized around a
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD /	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.
KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA  STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.RS -DR.2. 11/12.W-	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.  Writing Strand

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

## Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

## **Idaho Content Standards**

Grade <b>9</b> - Adopted: <b>2022</b>		
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		
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.)
GLE / BIG IDEA  STANDARD / COURSE		approach, focusing on addressing what is most significant for a specific purpose and audience.
ST ANDARD /	RW.6.	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  CONTENT KNOWLEDGE AND SKILLS /	9/10.ODC - 9/10.ODC	approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)  Oral and Digital Communications Strand
STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.ODC -9/10.ODC -OC.	approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)  Oral and Digital Communications Strand  Oral Communications (OC)  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
STANDARD / COURSE  CONTENT KNOWLEDGE AND SKILLS / GOAL  GLE / BIG IDEA	9/10.ODC - 9/10.ODC -OC. 9/10.OD C-OC.1.	approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)  Oral and Digital Communications Strand  Oral Communications (OC)  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.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.

	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.)
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.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
CONTENT KNOWLEDGE AND SKILLS /	9/10.GC- GU.	Grammar and Usage (GU)
GOAL		
GOAL 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	GU.1f. 9/10.GC-	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)

Grade 11 - Adopted: 2022		
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.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.)
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.

#### **Language Arts**

Grade 12 - Adopted: 2022

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.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.)
ST ANDARD / 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 -	of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is
	11/12.GC - 11/12.GC -GU.	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.
COURSE  CONTENT KNOWLEDGE AND SKILLS /	11/12.GC	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.  Grammar and Conventions Strand

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.