Main Criteria: Structure and Style for Students Secondary Criteria: Idaho Content Standards

Subject: Language Arts
Grade: 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Idaho Content Standards Language Arts Grade 10 - Adopted: 2022

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)	
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand	
CONTENT KNOWLEDGE AND SKILLS /	9/10.RC -V.	Volume of Reading to Build Knowledge (V)	

GLE / BIG IDEA	9/10.RC-	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and
	V.2.	vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students
		can read the texts independently with peers or with modest support)

$\begin{array}{ll} {\rm STANDARD}\,I & {\rm 9/10.RC\text{-}} & {\rm Reading} & {\rm Comprehension} & {\rm Strand} \\ {\rm COURSE} & & & & & & & & & & & & \\ \end{array}$

GOAL

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 / 9/10.RC- Reading Comprehension Strand COURSE

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 / 9/10.RC- Reading Comprehension Strand COURSE

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
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GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC- NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
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.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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-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.
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.
	U	INIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Idaho Content Standards Language Arts

Grade 10 - Adopted: 2022

	STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
1	CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
(GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
	STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
1	CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
(GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.RC-	Reading Comprehension Strand
1	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
1	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).
	ST ANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
- 1	CONTENT KNOWLEDGE	9/10.RC- NF.	Nonfiction Text (NF)
	AND SKILLS / GOAL		

9/10.RC- Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and

 $refined\ by\ specific\ details; provide\ accurate\ summaries\ of\ how\ key\ events\ or\ ideas\ develop.$

OBJECTIVE

NF.6a.

OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
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 /	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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-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.
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.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.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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- 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.

OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.
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- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-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.
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.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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.
OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.

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- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-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.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.
		UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70
		Idaho Content Standards Language Arts
		Grade 10 - Adopted: 2022

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

CONTENT 9/10.RC Text Complexity (TC) KNOWLEDGE -TC.	
AND SKILLS / GOAL	

STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
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.
GLE / BIG IDEA	9/10.RC -NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC- NF.	Nonfiction Text (NF)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
GLE / BIG IDEA		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).
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -RF.	Reading Fluency (RF)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
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.
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TE.	Textual Evidence (TE)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chafor Determining Text Complexity in the Resource Reference.)

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- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2a.	Use Greek, Latin, and Norse mythology, and other works often alluded to in American and world literature to understand the meaning of words or phrases (e.g., reference to "Achilles's heel" from Greek mythology).
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- AV.	Academic Vocabulary (AV)
GLE / BIG IDEA		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 ANDARI COURSE
CONTENT

D / 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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	ΠVVN.7.	advantage of technology's capacity to link to other information and to display information lexibly and dynamically.
STANDARD / COURSE		Coral and Digital Communications Strand
	9/10.ODC -	

GLE / BIG IDEA 9/10.OD Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner

C-OC.4. with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and

STANDARD / COURSE

9/10.GC- Grammar and Conventions Strand

task.

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.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.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022
ST ANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.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.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.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 wordiness and

UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90

Idaho Content Standards
Language Arts
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STANDARD / 9/10.RC- Readi COURSE

9/10.RC- Reading Comprehension Strand

GU.1j. redundancy.

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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)
		Determine or elevify the magning of unknown and multiple magning words and physical based on
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.
		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.

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.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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)

GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.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.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100
		C. W. C. W. W. W. C. W.
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.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.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.1e.	Avoid run-on sentences, comma splices, and sentence fragments.
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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120
Idaho Content Standards		

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

STANDARD / COURSE

9/10.RC- Reading Comprehension Strand

CONTENT 9/10.RC KNOWLEDGE -TC. AND SKILLS / GOAL	Text Complexity (TC)
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GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Char for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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 th 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.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-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.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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS /	9/10.RC -TC.	Text Complexity (TC)

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart

perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
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 /	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.
	9/10.W-	Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre
GLE / BIG IDEA	RW.5.	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.

STANDARD /	
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9/10.W- Writing Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142

for Determining Text Complexity in the Resource Reference.)

Idaho Content Standards Language Arts Grade 10 - Adopted: 2022

STANDARD / **COURSE**

9/10.RC- Reading Comprehension Strand

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart

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

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
STANDARD / COURSE	9/10.VD-	Vocabulary Development Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD- WB.	Word Building (WB)
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GLE / BIG IDEA	9/10.VD- WB.1.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.
IDEA	WB.1. 9/10.VD-	Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word's position or function in a
OBJECTIVE	9/10.VD- WB.1a. 9/10.VD- WB.1d.	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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
OBJECTIVE OBJECTIVE STANDARD /	9/10.VD- WB.1a. 9/10.VD- WB.1d. 9/10.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) 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 OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS /	9/10.VD-WB.1a. 9/10.VD-WB.1d. 9/10.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) 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 OBJECTIVE STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.VD-WB.1a. 9/10.VD-WB.1d. 9/10.VD- 9/10.VD- 4V.	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. 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

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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.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.
		UNIT 7: INVENTIVE WRITING Week 13 Page 143-150
		Idaho Content Standards
		Language Arts Grade 10 - Adopted: 2022
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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.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.		
UNIT 7: INVENTIVE WRITING Week 14 Page 151-156				
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022		
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)		
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)		
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand		
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)		
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.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- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
		UNIT 7: INVENTIVE WRITING Week 15 Page 157-160
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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- 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.
OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.
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.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
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	9/10.VD- WB.	Word Building (WB)
KNOWLEDGE AND SKILLS / GOAL		
KNOWLEDGE AND SKILLS /	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.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- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
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 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 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 wor (These texts should be at a range of complexity levels so students can read the texts independently, with peers, o with modest support.)
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.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
ST ANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.

9/10.RC- Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences,

paragraphs, and sections of texts contribute to the whole.

OBJECTIVE

NF.6c.

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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.1e.	Avoid run-on sentences, comma splices, and sentence fragments.
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.
		UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174
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STANDARD / COURSE

9/10.RC- Reading Comprehension Strand

CONTENT 9/10.RC KNOWLEDGE -TC. AND SKILLS / GOAL	Text Complexity (TC)
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GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Char for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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 th 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.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.
OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.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.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188
		Idaho Content Standards Language Arts Grade 10 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.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.

OBJECTIVE	9/10.RC- NF.6b.	Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
OBJECTIVE	9/10.RC- NF.6c.	Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
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.
ST ANDARD / 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.	ite informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, d previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, tended definitions, concrete details, quotations, or other information and examples from multiple authoritative turces appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the formation 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.W-	Writing Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)	
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
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.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	

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Idaho Content Standards
Language Arts
Grade 10 - Adopted: 2022

CONTENT KNOWLEDGE AND SKILLS/ GOAL STANDARD / GUE/ BIG IDEA 9/10.RC- COURSE CONTENT TE3. STANDARD / GUE/ BIG IDEA 9/10.RC- COURSE CONTENT KNOWLEDGE AND SKILLS/ GOAL 9/10.RC- Literature (L) Use evidence from literature to demonstrate understanding of grade-level texts. GUE/ BIG IDEA 9/10.RC- Literature (L) 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. GUE/ SUAR Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / 9/10.RC- Reading Comprehension Strand			
TC.1. perspectives that exhibit complexity at the higher end of the grades 9-30 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) 9/10.RC. Reading Comprehension Strand CONTENT KNOWLEDGE 9/10.RC. 9/10.RC. Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vacabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) STANDARD / 9/10.RC. Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vacabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) STANDARD / 9/10.RC. Pearling Comprehension Strand Pearling Comprehension Strand Pearling Comprehension Strand Pearling Comprehension or explanations through quoting, paraphrasing, and citing textual references. STANDARD / 9/10.RC. Pearling Comprehension Strand	KNOWLEDGE AND SKILLS /		Text Complexity (TC)
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AND SKILLS / SCALE / SIG IDEA STANDARD / IDEA SKILLS /	ST ANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
V2. vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) STANDARD / 9/10.RC- Reading Comprehension Strand GLE / BIG IDEA 9/10.RC- TE. Authors' descriptions or explanations through quoting, paraphyasing, and citing textual references. STANDARD / 9/10.RC- Reading Comprehension Strand CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 9/10.RC- Literature (L) GLE / BIG IDEA 9/10.RC- Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details. GBJECTIVE 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. GBJECTIVE 9/10.RC- Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / 9/10.RC- Reading Comprehension Strand COURSE CNTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC VIOLATION COURSE VIOLATION COURSE V	KNOWLEDGE AND SKILLS /		Volume of Reading to Build Knowledge (V)
CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC Draw ample evidence form 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 GLE / BIG DFA 9/10.RC 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 are shaped and refined by specific details. OBJECTIVE 9/10.RC-Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. OBJECTIVE 9/10.RC-Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / OURSE 9/10.RC-Nonfliction Text (NF) NF-Nonfliction Text (NF) NF-Nonfliction Text (NF) NF-Nonfliction works to demonstrate understanding of grade-level texts.	GLE / BIG IDEA		vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students
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TE.3. authors' descriptions or explanations through quoting, paraphrasing, and citing textual references. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG DIARC L. Literature (L) STANDARD / COURSE 9/10.RC L. Literature (L) Wise evidence from literature to demonstrate understanding of grade-level texts. DBJECTIVE 9/10.RC 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.Sb. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. OBJECTIVE 9/10.RC Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE ONTENT KNOWLEDGE AND SKILLS / GOAL Use evidence from Interact of themes over the course of the text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE ONTENT KNOWLEDGE AND SKILLS / GOAL Use evidence from Interaction works to demonstrate understanding of grade-level texts.	KNOWLEDGE AND SKILLS /		Textual Evidence (TE)
CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 9/10.RC Literature (L) 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 are shaped and refined by specific details. OBJECTIVE 9/10.RC Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. OBJECTIVE 9/10.RC Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE ONTENT KNOWLEDGE AND SKILLS / GOAL Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	GLE / BIG IDEA		
KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA GOAL Use evidence from literature to demonstrate understanding of grade-level texts. Use evidence from literature to demonstrate understanding of grade-level texts. Use evidence from literature to demonstrate understanding of grade-level texts. GEALE / BIG 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- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. OBJECTIVE 9/10.RC- Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE 9/10.RC- Reading Comprehension Strand CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC Use evidence from nonfliction works to demonstrate understanding of grade-level texts.	STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
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. OBJECTIVE 9/10.RC- L.5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE ONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	KNOWLEDGE AND SKILLS /		Literature (L)
DBJECTIVE 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. OBJECTIVE 9/10.RC- L.5c. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. OBJECTIVE 9/10.RC- L.5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE ONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC- NF. Nonfliction Text (NF) Use evidence from nonfliction works to demonstrate understanding of grade-level texts.			Use evidence from literature to demonstrate understanding of grade-level texts.
DBJECTIVE 9/10.RC- L.5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE 9/10.RC- Reading Comprehension Strand CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC- NF. Nonfiction Text (NF) BIG 9/10.RC Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	OBJECTIVE		
L.5c. explain how they contribute to its overall structure and meaning. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC We evidence from nonfiction works to demonstrate understanding of grade-level texts.	OBJECTIVE		
COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC- Nonfiction Text (NF) Nonfiction Text (NF) Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	OBJECTIVE		
KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
	KNOWLEDGE AND SKILLS /		Nonfiction Text (NF)
			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- WB.	Word Building (WB)	
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.	
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").	
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.W-	Writing Strand	

CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- RW.	Range of Writing (RW)	
GLE / BIG IDEA	9/10.W- RW.1.		
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.W-	Writing Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)	
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand	
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-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.	

UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248

9/10.GC- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

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STANDARD / COURSE

GLE / BIG IDEA

GU.1j.

9/10.RC- Reading Comprehension Strand

redundancy.

CONTENT KNOWLEDGE AND SKILLS/ GOAL STANDARD / GUE/ BIG IDEA 9/10.RC- COURSE CONTENT TE3. STANDARD / GUE/ BIG IDEA 9/10.RC- COURSE CONTENT KNOWLEDGE AND SKILLS/ GOAL 9/10.RC- Literature (L) Use evidence from literature to demonstrate understanding of grade-level texts. GUE/ BIG IDEA 9/10.RC- Literature (L) 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. GUE/ SUAR Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / 9/10.RC- Reading Comprehension Strand			
TC.1. perspectives that exhibit complexity at the higher end of the grades 9-30 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.) 9/10.RC. Reading Comprehension Strand CONTENT KNOWLEDGE 9/10.RC. 9/10.RC. Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vacabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) STANDARD / 9/10.RC. Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vacabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) STANDARD / 9/10.RC. Pearling Comprehension Strand Pearling Comprehension Strand Pearling Comprehension Strand Pearling Comprehension or explanations through quoting, paraphrasing, and citing textual references. STANDARD / 9/10.RC. Pearling Comprehension Strand	KNOWLEDGE AND SKILLS /		Text Complexity (TC)
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AND SKILLS / SCALE / SIG IDEA STANDARD / IDEA SKILLS /	ST ANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
V2. vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.) STANDARD / 9/10.RC- Reading Comprehension Strand GLE / BIG IDEA 9/10.RC- TE. Authors' descriptions or explanations through quoting, paraphyasing, and citing textual references. STANDARD / 9/10.RC- Reading Comprehension Strand CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG IDEA 9/10.RC- Literature (L) GLE / BIG IDEA 9/10.RC- Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details. GBJECTIVE 9/10.RC- Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. GBJECTIVE 9/10.RC- Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / 9/10.RC- Reading Comprehension Strand COURSE CNTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC VIOLATION COURSE VIOLATION COURSE V	KNOWLEDGE AND SKILLS /		Volume of Reading to Build Knowledge (V)
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TE.3. authors' descriptions or explanations through quoting, paraphrasing, and citing textual references. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG DIARC L. Literature (L) STANDARD / COURSE 9/10.RC L. Literature (L) Wise evidence from literature to demonstrate understanding of grade-level texts. DBJECTIVE 9/10.RC 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.Sb. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. OBJECTIVE 9/10.RC Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE ONTENT KNOWLEDGE AND SKILLS / GOAL Use evidence from Interact of themes over the course of the text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE ONTENT KNOWLEDGE AND SKILLS / GOAL Use evidence from Interaction works to demonstrate understanding of grade-level texts.	KNOWLEDGE AND SKILLS /		Textual Evidence (TE)
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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. OBJECTIVE 9/10.RC- L.5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE ONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	KNOWLEDGE AND SKILLS /		Literature (L)
DBJECTIVE 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. OBJECTIVE 9/10.RC- L.5c. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot. OBJECTIVE 9/10.RC- L.5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE ONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC- NF. Nonfliction Text (NF) Use evidence from nonfliction works to demonstrate understanding of grade-level texts.			Use evidence from literature to demonstrate understanding of grade-level texts.
DBJECTIVE 9/10.RC- L.5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning. STANDARD / COURSE 9/10.RC- Reading Comprehension Strand CONTENT KNOWLEDGE AND SKILLS / GOAL 9/10.RC- NF. Nonfiction Text (NF) BIG 9/10.RC Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	OBJECTIVE		
L.5c. explain how they contribute to its overall structure and meaning. STANDARD / COURSE CONTENT KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC We evidence from nonfiction works to demonstrate understanding of grade-level texts.	OBJECTIVE		
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KNOWLEDGE AND SKILLS / GOAL GLE / BIG 9/10.RC Use evidence from nonfiction works to demonstrate understanding of grade-level texts.	STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
	KNOWLEDGE AND SKILLS /		Nonfiction Text (NF)
			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- WB.	Word Building (WB)	
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.	
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").	
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.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.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.W-	Writing Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)			
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			
STANDARD / COURSE	9/10.ODC	Oral and Digital Communications Strand			
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-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.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.			
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.			
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Idaho Content Standards

Language Arts

Grade 10 - Adopted: 2022

ST	AN	DA	RD
CC	UF	RSE	

9/10.RC- Reading Comprehension Strand

COURSE		
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.

9/10.RC- Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and

explain how they contribute to its overall structure and meaning.

STANDARD / COURSE

OBJECTIVE

L.5c.

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- WB.	Word Building (WB)	
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.	
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").	
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.	
ST ANDARD / 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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-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.1h.	Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
GLE / BIG IDEA	9/10.GC- GU.1j.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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		Idaho Content Standards
		Language Arts Grade 10 - Adopted: 2022
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -TC.	Text Complexity (TC)
GLE / BIG IDEA	9/10.RC- TC.1.	Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)
STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC -V.	Volume of Reading to Build Knowledge (V)
GLE / BIG IDEA	9/10.RC- V.2.	Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and 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.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.

OBJECTIVE	9/10.RC- L.5c.	Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.
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- WB.	Word Building (WB)
GLE / BIG IDEA	9/10.VD- WB.2.	Determine how words and phrases provide meaning and nuance to texts.
OBJECTIVE	9/10.VD- WB.2d.	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay "A Modest Proposal").
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.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.W-	Writing Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.W- HWK.	Handwriting and Keyboarding (HWK)
GLE / BIG IDEA	9/10.W- HWK.7.	Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / COURSE	9/10.ODC -	Oral and Digital Communications Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.OD C-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.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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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.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.
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- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and GU.1j. redundancy.