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

STANDARD / COURSE	9/10.RC-	Reading Comprehension Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RC-NF.	Nonfiction Text (NF)

GLE / BIG IDEA	9/10.RC-NF.6.	Use evidence from nonfiction works to demonstrate understanding of grade-level texts.
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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.ODC-OC.**	**Oral Communications (OC)**

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

GLE / BIG IDEA	9/10.ODC-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.

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

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

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

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

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

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

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

GLE / BIG IDEA	9/10.GC-GU.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**

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-RF.**	**Reading Fluency (RF)**
GLE / BIG IDEA	9/10.RC-RF.4.	Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).
STANDARD / COURSE	**9/10.RC-**	**Reading Comprehension Strand**
CONTENT KNOWLEDGE AND SKILLS / GOAL	**9/10.RC-NF.**	**Nonfiction Text (NF)**
GLE / BIG IDEA	**9/10.RC-NF.6.**	**Use evidence from nonfiction works to demonstrate understanding of grade-level texts.**
OBJECTIVE	9/10.RC-NF.6a.	Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.
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-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	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.ODC-OC.	Oral Communications (OC)
GLE / BIG IDEA	9/10.ODC-OC.1.	Engage in collaborative discussions about grade-level topics and texts with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
GLE / BIG IDEA	9/10.ODC-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.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- 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- 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-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.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**

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.

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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-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.

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Idaho Content Standards
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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.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.ODC-OC.	Oral Communications (OC)

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

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

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

GLE / BIG IDEA	9/10.GC-GU.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.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.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.

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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.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.

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STANDARD / COURSE	9/10.RS-	Research Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.RS-IP.	Inquiry Process to Build, Present, and Use Knowledge (IP)
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.

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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.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. |

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| 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.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 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.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.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.

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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.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.

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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.

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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.

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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-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.

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

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

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

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

STANDARD / COURSE	9/10.GC-	Grammar and Conventions Strand
CONTENT KNOWLEDGE AND SKILLS / GOAL	9/10.GC-GU.	Grammar and Usage (GU)

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