2017 Idaho Content Standards in English Language Arts/Literacy with proposed changes

Contents

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 2

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 3

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 4

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (K-2)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		

Craft and Structure		
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		
Integration of Knowledge and Ideas		
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 9

the evidence.		
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Range of Reading and Level of Text Complexity		
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.		Beginning in 2nd grade, we feel the language of each of these standards should be consistent.

The group talked about whether or not it would be beneficial for all grade levels to combine literature and informational reading standards. People shared about the conversations they had in their grade level groups. Doing this would have implications for all the standards.

If standards are combined, especially in lower grades, there should still be a way note which standards apply to both literature and information writing, which are just literature standards, and which are just informational.

Is it necessary for all grade levels to combine them, or is it possible to just combine 9-12 and leave the other grades separated?

READING STANDARDS FOR LITERATURE (K-2)

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

READING STANDARDS FOR LITERATURE – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	Keep	
RL.K.2 With prompting and support, retell familiar stories, including key details.	REMOVE	Merged with RL.K.3 in an effort to address the request to reduce the number of standards and redundant language.
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	Rewrite: With prompting and support, retell familiar stories, including identifying characters, settings, and major events.	Rewritten to include content from RL.K.2 in an effort to reduce the number of standards and redundant language.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.K.3 With prompting and support, retell familiar stories, including identifying characters, settings, and major events.	
Craft and Structure		
RL.K.4 Ask and answer questions about unknown words in a text.	Keep	Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects to LK.4, LK.5, LK.6 Would it be helpful to add the phrase "With prompting and support" or are these skills kindergarteners should be able to do without prompting and support. We just noticed that RL 1-3 and 6-9 have that language.
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	Rewrite: Recognize the differences between common types of texts (e.g., storybooks, poems). **RL.K.5** Recognize the differences between common types of texts (e.g., storybooks, poems).	Clarify expectation to ensure explicit, systematic instruction. Would it be helpful to add the phrase "With prompting and support" or are these skills kindergarteners should be able to do without prompting and

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		support. We just noticed that RL 1-3 and 6-9 have that language.
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Keep	
Integration of Knowledge and Ideas		
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	Keep	
RL.K.8 (Not applicable to literature)		
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Keep	
Range of Reading and Level of Text Complexity		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 13

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.K.10 Actively engage in group reading activities with purpose and understanding.	Remove	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28.

READING STANDARDS FOR LITERATURE – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.1.1 Ask and answer questions about key details in a text.	Keep	
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	REMOVE	Merged with RL.1.3 in an effort to address the request to reduce the number of standards and redundant language.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	Rewrite: Retell stories, including descriptions of characters, settings, and major events as well as demonstrate understanding of a central message or lesson.	Rewritten to include content from RL.1.2 in an effort to reduce the number of standards and redundant language.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.1.3 Retell stories, including descriptions of characters, settings, and major events as well as demonstrate understanding os a central message or lesson.	
Craft and Structure		
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Keep	Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects to L1.4, L1.5, L1.6 on applying knowledge of vocabulary to reading.
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Keep	
RL.1.6 Identify who is telling the story at various points in a text.	Keep	
Integration of Knowledge and Ideas		
RL.1.7 Use illustrations and details in a story to describe its characters, setting,	Keep	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 15

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
or events.		
RL.1.8 (Not applicable to literature)		
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	Keep	
Range of Reading and Level of Text Complexity		
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	REMOVE	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28.

READING STANDARDS FOR LITERATURE – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how	Keep	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 16

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
to demonstrate understanding of key details in a text.		
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Keep	
RL.2.3 Describe how characters in a story respond to major events and challenges.	Keep	
Craft and Structure		
RL.2.4 With guidance and support from adults, identify and describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Keep	Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects to L2.4, L2.5, L.2.6 on applying knowledge of vocabulary to reading.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Keep	
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each	Keep	Improve the clarity of the standard for all stakeholder (ease of understanding) and

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
character when reading dialogue aloud.	~~Rewrite: Acknowledge what dialogue is and it can reveal character's thoughts and perspectives. Demonstrate understanding in the differences in the points of view of characters.~~ **RL.2.6** Acknowledge what dialogue is and it can reveal character's thoughts and perspectives. Demonstrate understanding in the differences in the points of view of characters.	address the sequential approach of teaching comprehension.
Integration of Knowledge and Ideas		
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Keep	
RL.2.8 (Not applicable to literature)		
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Keep	
Range of Reading and Level of Text		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Complexity		
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Rewrite 1: Read and comprehend, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.~~ **RL.2.10** Independently and proficiently read and comprehend literature, including stories and poetry, appropriately complex for at least grade 2	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. Improve clarity and simplify the language of the standard. Ensure systematic, sequential approach to instruction. This is now very similar to the language in RI.2.10, which is almost identical to Massachusetts standard. We question why this standard through all grades includes "by the end of the year" and includes a range of reading complexity (with support on some).

READING STANDARDS FOR INFORMATIONAL TEXT – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	Keep	
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Keep	Though we merged RL.K.2 and RL.K.3, we felt that the informational standards are more distinct and should remain separate.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Keep	
Craft and Structure		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	Keep	May want to add connection to L.K.4, L.K.5, L.K.6
RI.K.5 Identify the front cover, back cover, and title page of a book.	Keep	Why is this here and not in RL as well (just to avoid redundancy)?

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Rewrite: With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **RI.K.6** With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Revised to improve alignment between similar standards, set appropriate grade-level expectations, and ensure systematic, sequential approach to instruction.
Integration of Knowledge and Ideas		
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Keep	We discussed feedback that was received raising a question regarding whether RI.K.7, RI.K.8, and RI.K.9 are a) grade / age appropriate, and b) readable. After discussion and review of other states' standards (FL and MA), we determined that they are appropriate. We noted that RI.K.7, K.8, and K.9 are a single, clustered standard in Florida.
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	Rewrite: With prompting and support, identify the reasons an author gives to support viewpoints in a text.	Improve clarity and readability for all stakeholders.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RI.K.8 With prompting and support, identify the reasons an author gives to support viewpoints in a text.	
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Keep	
Range of Reading and Level of Text Complexity		
RI.K.10 Actively engage in group reading activities with purpose and understanding.	REMOVE	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. We noted that RL.K.10 is identical to this standard, with the only difference being that the expectation is that this will happen with informational texts (here) vs. literature. We discussed whether there is a way to merge RI and RL to reduce redundancy, while ensuring instructional value and maintaining differences in instruction of informational vs. literature. We noted that Nebraska collapsed their standards

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 22

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		to Reading (rather than having Narrative and Informational separate). We see benefits and drawbacks to merging and are not certain it is the best route. Idea – IF we merge Reading, we could add columns in the Reading standards that indicates that the standard applies to Literature, Informational Texts, or Both (please see example).

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.1.1 Ask and answer questions about key details in a text.	Keep	
RI.1.2 Identify the main topic and retell key details of a text.	Keep	

Note: The table below shows proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Keep	
Craft and Structure		
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Keep	May want to add connection to L.K.4, L.K.5, L.K.6
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Keep	
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Rewrite: Identify the main purpose of a text. ~~Keep~~	
Integration of Knowledge and Ideas		
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.1.8 Identify the reasons an author gives to support points in a text.	Rewrite: Identify the reasons an author gives to support viewpoints in a text. **RI.1.8** Identify the reasons an author gives to support viewpoints in a text.	Improve clarity and readability for all stakeholders and ensure systematic instruction (alignment between grades).
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Keep	
Range of Reading and Level of Text Complexity		
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	REMOVE Rewrite: **RI.1.10** With prompting and support, read informational texts at a first-grade reading level. **RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1. Keep	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 25

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.2.1 Ask and answer questions as who, what, where, when, why, and how, to demonstrate understanding of key details in a text.	Rewrite: Ask and answer questions such as who, what, where, when, why, and how, to demonstrate understanding of key details in a text. **RI.2.1** Ask and answer questions such as who, what, where, when, why, and how, to demonstrate understanding of key details in a text.	
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Keep	
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Keep	
Craft and Structure		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Rewrite: Determine the meaning of words and phrases in a text with content relevant to a grade 2 topic or subject area. **RI.2.4** Determine the meaning of words and phrases in a text with content relevant to a grade 2 topic or subject area.	Revised to improve clarity and readability for all stakeholders. We were also wondering if it might be helpful to add an example that would help clarify the standard for non-educator stakeholders (parents, etc.).
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Keep	
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Rewrite: Explain the main purpose of a text, including what the author wants to answer, explain, or describe. **RI.2.6** **Explain** the main purpose of a text, including what the author wants to answer, explain, or describe.~~Keep~~	
Integration of Knowledge and Ideas		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Keep	
RI.2.8 Describe how reasons support specific points the author makes in a text.	Rewrite: Describe how reasons support specific viewpoints the author makes in a text. **RI.2.8** Describe how reasons support specific viewpoints the author makes in a text. Other suggested text for this standard: "Describe how an author uses reasons to support specific points in a text." or "Describe how an author supports specific points in a text." or "Describe the reasons an author gives to support points in a text."	Revised to change "points" to "viewpoints" for consistency with RI.1.8, for the purpose of improving clarity and readability for all stakeholders. We recommend that upper grades consider making a similar revision. There seems to be a lack of clarity with the second-grade standard. It doesn't follow the first and third grade standards. Perhaps, "
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Range of Reading and Level of Text Complexity		
RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Rewrite: Read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts at a second-grade reading level independently and proficiently.~~ ~~Rewrite: Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts appropriately complex for at least grade 2.~~ **RI.2.10** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts appropriately complex for at least grade 2.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Revised to be consistent with RI.1.10, with the purpose of eliminating unnecessary language and improving clarity, readability, and systematic instruction. This language is now very similar to Massachusetts.~~

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Range of Reading and Level of Text Complexity
R.K.10 Actively engage in group reading activities with purpose and understanding.
R.1.10 With prompting and support, students will read a balance of literary and informational texts, independently and proficiently, at the 1st grade level.
R.2.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 2nd grade level.
R.3.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 3rd grade level.
R.4.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 4th grade level.
R.5.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 5th grade level.
R.6.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 6th grade level.
R.7.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 7th grade level.
R.8.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the 8th grade level.
R.9-12.10 Read and comprehend a balance of literary and informational texts, independently and proficiently, at the appropriate grade level.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 30

READING STANDARDS FOR FOUNDATIONAL SKILLS (K-2)

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

READING STANDARDS FOR FOUNDATIONAL SKILLS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		

RF.K.1 Demonstrate understanding of the organization and basic features of print.
  a. Follow words from left to right, top to bottom, and page by page.
  b. Recognize that spoken words are represented in
	Rewrite: Demonstrate understanding of the organization and basic features of print.
	  a. Follow words from left to right, top to bottom, and page by page.
	  b. Recognize that spoken words are represented in	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 31

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. e. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **RF.K.1** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	e. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). ~~Keep~~	
Phonological Awareness		

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  a. Recognize and produce rhyming words.
  b. Count, pronounce, blend, and segment syllables in spoken words.
  c. Blend and segment onsets and rimes of single-syllable spoken words.
  d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
  e. Add or substitute individual
	Keep	This supports systematic, explicit instruction. Additionally, diagnostics used for kindergarten include assessment of these skills.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 33

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
sounds (phonemes) in simple, one-syllable words to make new words.		
Phonics and Word Recognition		

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Demonstrate basic knowledge of one-to-one letter- sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
  c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	Rewrite: Know and apply grade-level phonics and word analysis skills in decoding words.
	  a. Demonstrate basic knowledge of one-to-one letter- sound correspondences by producing the primary or many of the most frequent sound for each consonant.
	  b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
	  c. Recognize and read with automaticity grade-level, high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	  d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
		We revised to remove sub-bullet c) to be its own standard. This was done to clarify the standard, since the other sub-bullets are all focused on letter sounds, whereas c) is focused on sight words. Additionally, sight words are a critical, and separate, skill.
		
		This also improves systematic, explicit instruction.
		
		We considered Florida's model and verbiage for this standard, as well as standards-based grading practices for (within Idaho districts) kindergarten, as we received feedback that teachers often struggle with grading in this area since the skills are separate, but are currently reflected in only one standard.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 34

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	
	   a. Demonstrate basic knowledge of one-to-one letter- sound correspondences by producing the primary or many of the most frequent sound for each consonant.
	   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
	   c. Recognize and read with automaticity grade-level, high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
	   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	
	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	
	   a. Demonstrate basic knowledge	

Note: The table below shows proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	of one-to-one letter- sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
RF.K.4	ADD (Re-write of RF.K.3 by splitting): Recognize and read with automaticity grade-level, high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	This represents a recommended split of RF.K.3. This is very similar to Florida, both in being separate and in the language of the standard. We believe it would be helpful in another place to provide additional guidance regarding appropriate high-frequency word lists for K and/or the minimum number of words that would be expected.
Fluency		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RF.K.4 Read emergent-reader texts with purpose and understanding.	Keep	

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
RF.1.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Keep	Make connection to L1.2.
Phonological Awareness		
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short	Keep	We compared this to other states. MA was identical, FL was similar but had some differences (more specific in places).

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

vowel sounds in spoken single-syllable words.
  b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		

Phonics and Word Recognition		

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
  b. Decode regularly spelled one-
	Keep	We compared this to other states. MA was identical, FL was very similar but had some minor differences and was re-ordered.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 38

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.		
Fluency		
RF.1.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and	Rewrite: Read with accuracy and fluency to support comprehension. a. Read grade level text with purpose and understanding. b. Read grade-level text orally	Revised to remove the word "sufficient" as it is vague and the sub-bullets demonstrate what is needed to demonstrate appropriate grade-level skills.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 39

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF.1.4** Read with accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Added 'on successive reading' to support explicit, systematic, and sequential approaches in fluency and to distinguish between and a cold and a reread. Compared with MA and FL. MA is identical. FL is worded differently, but we determined that we prefer our wording as the focus is on fluency to support comprehension.

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
In Kindergarten and First grade		
Phonological Awareness		
In Kindergarten and First grade		
Phonics and Word Recognition		

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
   b. Know spelling-sound correspondences for additional common vowel teams.
   c. Decode regularly spelled two-syllable words with long vowels.
   d. Decode words with common prefixes and suffixes.
	Rewrite: Know and apply grade-level phonics and word analysis skills in decoding words.
	   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
	   b. Know spelling-sound correspondences for additional common vowel teams, including diphthongs.
	   c. Decode regularly spelled two-syllable words with long and short vowels.
	   d. Decode words with common prefixes and suffixes.
		After comparing our standard to MA (identical) and FL, we decided to integrate some of the language from FL in order to make our standard more explicit.
		
		We noted that FL includes the following, and we believe that it would fit best in Idaho's aligned third grade standard (RF.3.3):
		
		Decode words with open and closed syllables and consonant -le.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

e. Identify words with inconsistent but common spelling-sound correspondences.
f. Recognize and read grade-appropriate irregularly spelled words.
	e. Identify words with inconsistent but common spelling-sound correspondences.
	f. Recognize and read grade-appropriate irregularly spelled words, including **silent letter combinations.**
	
	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
	   b. Know spelling-sound correspondences for additional common vowel teams, including diphthongs.
	   c. Decode regularly spelled two-syllable words with long and short vowels.
	   d. Decode words with common prefixes and suffixes.
	   e. Identify words with inconsistent but common spelling-sound correspondences.	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 42

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	f. Recognize and read grade-appropriate irregularly spelled words, including silent letter combinations.	
Fluency		
RF.2.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Rewrite: Read with accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **RF.2.4** Read with accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on	Revised to remove the word "sufficient" as it is vague and the sub-bullets demonstrate what is needed to demonstrate appropriate grade-level skills. Compared with MA and FL. MA is identical. FL is worded differently, but we determined that we prefer our wording as the focus is on fluency to support comprehension.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

Each grade sub group worked on the language of the standards. The vertical alignment team discussed the duplication/redundancy from grade to grade. As a team we also discussed that the standards progression is supportive of systematic, sequential instruction. The progression can be used as a tool for educators to see the increased complexity at each grade level. K-5 and often K-8 teachers are generalists in their field.

Consider a conversation about the overall formatting of the document to increase ease of use by all stakeholders while retaining what has been beneficial for educators. Rather than repeating the standard at each grade level, the standard is written one time with grade-level specific bullets (for example, within a band).

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (K-2)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Production and Distribution of Writing		
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 45

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Research to Build and Present Knowledge		
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
CCRA.W.9 Draw evidence from literary or informational texts to support		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
analysis, reflection, and research.		
Range of Writing		
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

WRITING STANDARDS (K-2)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

WRITING STANDARDS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is …).	Remove standard; begin in Grade 1	Removed standard to address age-appropriateness.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Rewrite: Using a combination of drawing, dictating, and/or writing, provide factual information about a topic (refer to L.K.1 and L.K.2). **W.K.2** Using a combination of drawing, dictating, and/or writing, provide factual information about a topic (refer to L.K.1 and L.K.2).	Simplified language to address age-appropriateness and modeled revised language after Florida Best.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the	Rewrite: Using a combination of drawing, dictating, and/or writing, create narratives with the events in	Simplified language to address age-appropriateness and modeled revised language after Florida Best.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 48

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
order in which they occurred, and provide a reaction to what happened.	chronological order (refer to L.K.1 and L.K.2). **W.K.3** Using a combination of drawing, dictating, and/or writing, create narratives with the events in chronological order (refer to L.K.1 and L.K.2).	
Production and Distribution of Writing		
W.K.4 (Begins in grade 3)		
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Rewrite: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. **W.K.5** With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing.	Simplified language to address age-appropriateness and modeled revised language after Florida Best.
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Remove standard; begin in Grade 1	Remove standard to address age-appropriateness.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Research to Build and Present Knowledge		
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Remove standard. Begin at Grade 1 ~~Rewrite: Participate in shared research to gather information for writing (e.g., research to write an informational sentence).~~ **W.K.7** Participate in shared research to gather information for writing (e.g., research to write an informational sentence).	Remove standard. Begin at Grade 1 Clarify that focus is on research FOR writing to address age-appropriateness.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Remove standard; begin in Grade 1	Remove standard to address age-appropriateness.
W.K.9 (Begins in grade 4)		
Range of Writing		
W.K.10 (Begins in grade 3)	Add: **W.K.10** Write or dictate writing routinely for a range of tasks, purposes and audiences (e.g., label items, generate lists, etc).	Added to clarify the age appropriate tasks that need to be regularly and routinely practiced in K. Modeled revised language after MA Standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		…appropriate to grade level. Add this to each grade level.

WRITING STANDARDS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Rewrite: Write an opinion about a topic or text, supply a reason for the opinion, and provide some sense of closure. Write complete sentences that include correct punctuation and grammar (refer to L.1.1 and L.1.2). **W.1.1** Write opinion about a topic or text, supply a reason for the opinion, and provide some sense of closure. Write complete sentences that include correct punctuation and grammar (refer to L.1.1 and L.1.2).	Simplified and clarified language and considered Florida Best in revision. Anchor papers need to be provided to clarify expectations.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Rewrite: Write informative/explanatory texts about a topic, provide facts, and a sense of closure. Write complete sentences that include correct punctuation and grammar (refer to L.1.1 and L.1.2) **W.1.2** Write informative/explanatory texts about a topic, provide facts, and a sense of closure. Write complete sentences that includes correct punctuation and grammar (refer to L.1.1 and L.1.2)	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Modeled language after Florida's Best.
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Rewrite: Write narratives that retell appropriately sequenced events, include relevant details, transitional words to signal event order, and a sense of closure. Write complete sentences that includes correct punctuation and grammar (refer to L.1.1 and L.1.2) **W.1.3** Write narratives that retell appropriately sequenced events, include relevant details, transitional words to	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Modeled language after Florida's Best.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	signal event order, and a sense of closure. Write complete sentences that includes correct punctuation and grammar (refer to L.1.1 and L.1.2)	
Production and Distribution of Writing		
W.1.4 (Begins in grade 3)		
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Rewrite: With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing. **W.1.5** With guidance and support from adults, improve drawing and writing as needed by planning, revising, and editing.	
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Remove standard; begin in Grade 2.	
Research to Build and Present Knowledge		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Rewrite: Participate in shared research to gather information for writing (e.g., research to write an informational sentence). **W.1.7** Participate in shared research to gather information for writing (e.g., research to write an informational sentence).	
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Keep	Considered removing to reduce redundancy and to prioritize more important concepts. Decided to keep to scaffold to 2.8.
W.1.9 (Begins in grade 4)		
Range of Writing		
W.1.10 (Begins in grade 3)	Add: **W.1.10** Write or dictate writing routinely for a range of tasks, purposes and audiences.	Removed Kindergarten examples.

WRITING STANDARDS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Rewrite: Write an opinion about a topic or text, introduce the topic, support the opinion with reasons and details from a source, use linking words (e.g. because, and, also), and provide a conclusion. **W.2.1** Write an opinion about a topic or text, introduce the topic, support the opinion with reasons and details from a source, use linking words (e.g., because, and, also), and provide a conclusion.	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Modeled some of the language after Florida's Best. Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects/refers to L2.1, L.2.2, and L2.6.
W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Rewrite: Write informative/explanatory texts that introduce the topic, use a source, and include facts, transitions, and a conclusion. **W.2.2** Write informative/explanatory texts that introduce the topic, use a source, and include facts transitions and a conclusion.	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Modeled some of the language after Florida's Best. Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects/refers to L2.1, L.2.2, and L2.6.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 55

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.2.3 Write narratives in which they recount a well- elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Rewrite: Write personal or fictional narratives, use transitional words to indicate a logical sequence of events; include details to describe actions, thoughts, and feelings, and provide a conclusion. **W.2.3** Write personal or fictional narratives, use transitional words to indicate a logical sequence of events; include details to describe actions, thoughts, and feelings, and provide a conclusion.	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Combined Idaho's language with some pieces of Florida's Best. Consider Adding a column to clarify how one standard is related to other standard(s). i.e., Connects/refers to L2.1, L.2.2, and L2.6.
Production and Distribution of Writing		
W.2.4 (Begins in grade 3)		
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Rewrite: Improve writing as needed by planning, revising, and editing, with guidance and support from adults and feedback from peers. **W.2.5** Improve writing as needed by planning, revising, and editing, with guidance and support from adults and feedback from peers.	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Used language from Florida's Best.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.2.6 With guidance and support from adults, use technology to produce and publish writing, (using keyboarding skills) as well as to interact and collaborate with others.	Rewrite: With guidance and support from adults, use technology to produce and publish writing, using keyboarding skills, as well as to interact and collaborate with others. **W.2.6** With guidance and support from adults, use technology to produce and publish writing, using keyboarding skills, as well as to interact and collaborate with others.	Changed punctuation for clarity. Concern that technology skills need to be scaffolded so that students are prepared for success on the ISAT. Technology standards do not address keyboarding skills. Consider exemplars to articulate the difference between grade levels since the standards are the same in second and third.
Research to Build and Present Knowledge		
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Rewrite: Participate in research to gather information to answer a question about a single topic, using multiple sources. **W.2.7** Participate in research to gather information to answer a question about on a single topic, using multiple sources.	Clarified language and ensured explicit, systematic, and sequential expectations between grades. Used language from Florida's Best.
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.2.9 (Begins in grade 4)		
Range of Writing		
W.2.10 (Begins in grade 3)	Add: **W.2.10** Write routinely for a range of tasks, purposes and audiences.	Removed 'or dictate writing' to ensure explicit, systematic instruction between grades.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-2)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
building on others' ideas and expressing their own clearly and persuasively.		
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Presentation of Knowledge and Ideas		
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks,		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
demonstrating command of formal English when indicated or appropriate.		

SPEAKING AND LISTENING STANDARDS (K-2)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

SPEAKING AND LISTENING STANDARDS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
    a. Follow agreed-upon rules for
	Possible rewrite:
	SL.K.1 Participate in collaborative conversations with partners about kindergarten topics and texts with peers and adults in small and larger groups.
	    a. Follow agreed-upon rules for
		Remove diverse partners. Perhaps "Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups."

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. ~~Keep~~	We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness. For the entire document, we are wondering if the subcategories and examples should be listed in a supplemental document to reduce the wordiness of the standards. Some of the subcategories might be their own standards. Some of the subcategories might not need to be done at the same time. Reference Florida's standards for links to clarifications and examples in appendices.
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if	KEEP	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 61

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
something is not understood.		
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Rewrite: Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood. **SL.K.3** Ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	Clarified language and ensured explicit, systematic, and sequential expectations between grades.
Presentation of Knowledge and Ideas		
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Keep	
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail**.**	Keep	
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Rewrite: With prompting and support, speak audibly and express thoughts, feelings, and ideas clearly using complete sentences. **SL.K.6** With prompting and support, speak audibly and express thoughts,	Clarified language and ensured explicit, systematic, and sequential expectations between grades.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	feelings, and ideas clearly using complete sentences.	

SPEAKING AND LISTENING STANDARDS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion).
  b. Build on others' talk in conversations by responding to the comments of others
	Possible rewrite:
	SL.1.1 Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups.
	  a. Follow agreed-upon rules for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion).
	  b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
		Remove diverse partners. Perhaps "Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups."
		
		We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	c. Ask questions to clear up any confusion about the topics and texts under discussion. Keep	
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Keep	
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Keep	
Presentation of Knowledge and Ideas		
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Keep	
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	Rewrite: Produce complete sentences when appropriate to task and situation. (See L.1.1) **SL.1.6** Produce complete sentences when appropriate to task and situation. (See L.1.1.)	Revise to correct missing standard L.1.3.

SPEAKING AND LISTENING STANDARDS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
	Possible Rewrite:
	
	SL.2.1 Participate in collaborative conversations about topics and texts with peers and adults in small and larger groups.
	  a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care,
		Special meeting on 10/30/20 for voting after discussion held on 10/22/20
		
		approved 2.1-
		
		November 9
		
		Remove diverse partners. Perhaps "Participate in collaborative conversations about topics and texts

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	and speaking one at a time about the topics and texts under discussion). b. Build on what others' say in conversations by linking their ideas to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. Keep	with peers and adults in small and larger groups." We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness. Build on what others say in conversations by linking their own ideas to the remarks of others. (We felt that this helped build to the third-grade standard.)
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	Keep	
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Presentation of Knowledge and Ideas		
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Keep	
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Rewrite: Create audio or video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. **SL.2.5** Create audio or video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. ~~Keep~~	Revisit to connect better to 3rd grade.
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	Keep	

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (K-2)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
Knowledge of Language		
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
listening.		
Vocabulary Acquisition and Use		
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 69

LANGUAGE STANDARDS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		Noticed Florida Best removed language standards. MA standards are almost verbatim to ours. We kept the standard because the language standards support the writing standards and are carefully scaffolded throughout the grade levels.

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Print many upper- and lowercase letters.
  b. Use frequently occurring nouns and verbs.
  c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  e. Use the most frequently
	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  a. Print upper- and lowercase letters.
	  b. Use frequently occurring nouns and verbs.
	  c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
	  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	  e. Use the most frequently
		Noticed Florida Best removed language standards. MA standards are almost verbatim to ours. We kept the standard because the language standards support the writing standards and are carefully scaffolded throughout the grade levels.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
f. Produce and expand complete sentences in shared language activities.
	occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
	f. Produce and expand complete sentences in shared language activities.
	
	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  a. Print upper- and lowercase letters.
	  b. Use frequently occurring nouns and verbs.
	  c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
	  d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
	  e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	f. Produce and expand complete sentences in shared language activities.	

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize the first word in a sentence and the pronoun I.
   b. Recognize and name end punctuation.
   c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	   a. Capitalize the first word in a sentence and the pronoun I.
	   b. Recognize and name end punctuation.
	   c. Write a letter or letters for consonant and short-vowel sounds (phonemes).
	   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
	   e. Write at least one complete sentence.
	
	 L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	   a. Capitalize the first word in
		Removed quantifier to clarify explicit, systematic, and sequential instruction.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. e. Write at least one complete sentence.	
Knowledge of Language		
L.K.3 (Begins in grade 2)		
Vocabulary Acquisition and Use		
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck	Using the phrase "grade level" could help if any standards are consolidated with notes to look at specific grade levels for the sub-bullets that specify the grade level expectations.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

is a bird and learning the verb to duck).
b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
	is a bird and learning the verb to duck).
	
	b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
	
	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content.
	    a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
	    b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
	
	~~Keep~~
		It will also be easier for editing purposes to copy this phrase than using each grade level.
		
		When is the example necessary and when is it supplemental? In this case, the example feels essential to what is necessary at the grade level.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 74

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
   b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
   c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
   d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
	Keep	Some grade levels use "nuance" and some use "subtle." Using one or the other will create consistency.

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Keep	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 75

LANGUAGE STANDARDS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		Language standards are found in Appendices in the Florida Best standards. Research supports explicit instruction of language skills in the context of reading and writing. We believe that it needs to be included as a standard and not as an appendix for focus and accountability.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Print all upper- and lowercase letters.
  b. Use common, proper, and possessive nouns.
  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  a. Print all upper- and lowercase letters legibly and fluently.
	  b. Use common, proper, and possessive nouns.
	  c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
	  d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
	  e. Use verbs to convey a sense
		Used language from MA standards to ensure scaffolding between grade levels.
		
		Considering all stake-holders, the examples used provide clarity.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters legibly and fluently.	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize dates and names of people.
   b. Use end punctuation for sentences.
   c. Use commas in dates and to separate single words in a series.
   d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
   e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
	Keep	

Knowledge of Language		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 79

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.1.3 (Begins in grade 2)		
Vocabulary Acquisition and Use		

L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Use frequently occurring affixes as a clue to the meaning of a word.
   c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from an array of strategies.
	   a. Use sentence-level context as a clue to the meaning of a word or phrase.
	   b. Use frequently occurring affixes as a clue to the meaning of a word.
	   c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
	
	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from an array of strategies.
	   a. Use sentence-level context as	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). ~~Keep~~	

L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
  c. Identify real-life connections
	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.		
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	Keep	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 82

LANGUAGE STANDARDS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., group).
   b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
   f. Produce, expand, and rearrange complete simple and compound sentences
	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
(e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).		

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize holidays, product names, and geographic names.
   b. Use commas in greetings and closings of letters.
   c. Use an apostrophe to form contractions and frequently occurring possessives.
   d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
   e. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.
	Keep	Do we need the examples in d. if they aren't included in other grade levels? (Removing could help with consistency.)

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 84

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Knowledge of Language		
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.	Keep	
Vocabulary Acquisition and Use		

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  a. Use sentence-level context as a clue to the meaning of a word or phrase.
  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from an array of strategies.
	  a. Use sentence-level context as a clue to the meaning of a word or phrase.
	  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
	  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 85

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 86

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. ~~Keep~~	

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.
  a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  b. Distinguish shades of meaning among closely related verbs
	Keep	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 87

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
(e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).		
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	Keep	

HANDWRITING STANDARDS (K-2)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

HANDWRITING STANDARDS – KINDERGARTENERS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Acquire Handwriting Skills for Print Handwriting		
HW.K.1 Write upper and lowercase letters of the alphabet. a. Write left to right, top to bottom, with appropriate spaces between words.	Keep	

HANDWRITING STANDARDS – GRADE 1 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Acquire Handwriting Skills for Print Handwriting		
HW.1.1 Print legibly. a. Write a complete sentence with words spaced appropriately.	Keep	

HANDWRITING STANDARDS – GRADE 2 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Acquire Handwriting Skills for Print Handwriting		
HW.2.1 Print with functional speed and maintain legibility.	Keep	

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (3-5)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
drawn from the text.		
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
Craft and Structure		
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		
Integration of Knowledge and Ideas		
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*		
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Range of Reading and Level of Text Complexity		
CCRA.R.10 Read and comprehend complex literary and informational texts		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
independently and proficiently.		

READING STANDARDS FOR LITERATURE (3-5)

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

READING STANDARDS FOR LITERATURE – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Rewrite: Using text evidence, students can ask and answer questions about the text. Rewrite: Ask and answer questions about the text, using text evidence.	The term explicitly may be too complex for all stakeholders.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.3.1 Ask and answer questions about the text, using text evidence. **RL.3.1**	
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Rewrite: Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral through key details in the text to support it. **RL.3.2** Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral through key details in the text to support it.	The terms recount and convey may be too complex for all stakeholders.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Rewrite: Explain how one or more characters develop throughout the plot in a literary text. **RL.3.3**	4. We chose to revise this Florida's standard to provide more clarity[ARQ1] . Benchmark Clarifications: Clarification 1: When explaining character development, students will include character traits, feelings, motivations and responses to situations.
Craft and Structure		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Rewrite: Determine the intended meaning of words and phrases as they are used in a text. **RL.3.4** Determine the intended meaning of words and phrases as they are used in a text.	4. Explanation of literal and figurative language could be included in a guidance document.
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Rewrite: Identify common structural elements of fiction; describe how each part of a text builds on earlier sections. **RL.3.5**	4. We chose to revise to MA standard to be more inclusive to all types of fiction and not to be limiting with specific terminology.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Rewrite: Identify and understand first and third-person point of view in a text. **RL.3.6**	4. We chose to revise this standard to add clarity, keeping in mind vertical alignment.
Integration of Knowledge and Ideas		
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Rewrite: Explain how specific aspects of a text's illustrations contribute to the meaning of a story (e.g., create mood, emphasize aspects of a character or setting).	4. We chose to revise the word conveyed to simplify language.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.3.7 Explain how specific aspects of a text's illustrations contribute to the meaning of a story (e.g., create mood, emphasize aspects of a character or setting).	
RL.3.8 (Not applicable to literature)		
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Rewrite: Compare and contrast the themes, settings, and plots of two similar texts. **RL.3.9** Compare and contrast the themes, settings, and plots of two similar texts.	4. We chose to revise for clarity.
Range of Reading and Level of Text Complexity		
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	REMOVE Rewrite: Read and comprehend literature at a third-grade reading level independently and proficiently. **RL.3.10** Read and comprehend literature at a third grade reading level independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. *4. Include text complexity grade bands in guidance documents.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 96

READING STANDARDS FOR LITERATURE – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Rewrite: Using text evidence, students can explain the text and make inferences. Rewrite: Explain the text and make inferences, using text evidence. **RL.4.1**	4. We chose to revise for clarity.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Rewrite: Summarize a text and determine its theme. **RL.4.2**	4. We chose to revise for clarity.
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Rewrite: Using text evidence, describe in depth a character, setting, or event in the text. Rewrite: Describe in depth a character, setting, or event in the text, using text evidence. **RL.4.3** Using text evidence, describe in depth a character, setting, or event in the text	4. We chose to revise for clarity.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 97

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Craft and Structure		
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **RL.4.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	We chose to move this standard from grade 5 to grade 4 to create a better progression of learning, from simple to complex.
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Rewrite: Explain major differences between poems, drama, and prose, and refer to the structural elements of each. **RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of each.	4. Include examples in guidance documents.
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Keep	
Integration of Knowledge and Ideas		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 98

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Rewrite: Compare and contrast the text of a story or drama and a visual or oral presentation of the text. **RL.4.7** Compare and contrast the text of a story or drama and a visual or oral presentation of the text.	4. We chose to revise for clarity.
RL.4.8 (Not applicable to literature)		
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Rewrite: Compare and contrast the treatment of similar themes and patterns of events in stories, myths, and traditional literature from different cultures. **RL.4.9** Compare and contrast the treatment of similar themes and patterns of events in stories, myths, and traditional literature from different cultures.	
Range of Reading and Level of Text Complexity		
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with	REMOVE	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
scaffolding as needed at the high end of the.	~~Rewrite: Read and comprehend literature at a fourth-grade reading level independently and proficiently.~~ **RL.4.10** Read and comprehend literature at a fourth grade reading level independently and proficiently.	*4. Include text complexity grade bands in guidance documents

READING STANDARDS FOR LITERATURE – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Rewrite: Quote accurately from a text when explaining what the text says and when making inferences from the text. **RL.5.1** Quote accurately from a text when explaining what the text says and when making inferences from the text.	4. We chose to revise to reduce complex verbiage.
RL.5.2 Determine a theme of a story,	Rewrite: Summarize a text and	4. We chose to revise for clarity.

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 100

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	determine its theme, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. **RL.5.2** Summarize a text and determine ~~a~~ its theme, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic	
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Rewrite: Compare and contrast two or more characters, settings, or events in a story or drama, using specific details from the text. **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, using specific details from the text.	4. We chose to revise to reduce complex verbiage.
Craft and Structure		
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Rewrite: Determine the meaning of words and phrases as they are used in a text, including those that make reference to significant characters found in mythology.	4. We chose to move this standard from grade 4 to grade 5. We also chose to revise to reduce complex verbiage. "those that make reference to significant characters found in mythology." could

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including those that makes reference to significant characters found in mythology.	potentially be replaced with "analogies and allusions to other texts" Wondering if there might information in a supplemental document or an example to clarify? The parenthetical (Herculean) helps show the purpose. Consider revising to be more clear and not focus on mythology
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Rewrite: Explain how chapters, scenes, or stanzas work together to provide the overall structure of text. **RL.5.5** Explain how chapters, scenes, or stanzas work together to provide the overall structure of text.	4. We chose to revise to reduce complex verbiage.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Keep	
Integration of Knowledge and Ideas		
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation	Rewrite: Analyze how visual and multimedia elements contribute to the meaning, tone, or impact of a text. **RL.5.7** Analyze how visual and	4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
of fiction, folktale, myth, poem).	multimedia elements contribute to the meaning, tone, or impact of a text.	
RL.5.8 (Not applicable to literature)		
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Rewrite: Compare and contrast stories in the same genre on their approaches to similar themes and topics. **RL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.	4. We chose to revise to reduce complex verbiage.
Range of Reading and Level of Text Complexity		
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	REMOVE ~~Rewrite: Read and comprehend literature at a fifth-grade reading level independently and proficiently.~~ **RL.5.10** Read and comprehend literature at a fifth grade reading level independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. *4. Include text complexity grade bands in guidance documents.

READING STANDARDS FOR INFORMATIONAL TEXT (3-5)

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Rewrite: Ask and answer questions about the text, using text evidence. **RI.3.1** Ask and answer questions about the text, using text evidence. ~~Using text evidence, students can ask and answer questions about the text.~~	4. We chose to revise to reduce complex verbiage.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Rewrite: Determine the main idea of a text; recall the key details and explain how they support the main idea. **RI.3.2** Determine the main idea of a text; recall the key details and explain how they support the main idea.	4. We chose to revise to reduce complex verbiage.
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and	Rewrite: Describe the relationship between events, procedures, ideas or concepts in a historical, scientific, or technical text, using language that pertains to time, sequence, and	4. We chose to revise to reduce complex verbiage. Note-look at grade 2 for vertical alignment

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
cause/effect.	cause/effect. **RI.3.3** Describe events, procedures, ideas or concepts in a historical, scientific, or technical text, using language that pertains to time, sequence, and cause/effect.	
Craft and Structure		
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Rewrite: Determine the meaning of general academic and content-specific words and phrases in a text. **RI.3.4** Determine the meaning of general academic and content-specific words and phrases in a text.	4. We chose to revise to reduce complex verbiage. Appendix A pgs 32-35 references vocabulary to pull from.
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Rewrite: Use text features and search tools to locate information relevant to a given topic. **RI.3.5** Use text features and search tools to locate information relevant to a given topic.	4. We chose to revise to reduce complex verbiage.
RI.3.6 Distinguish their own point of view from that of the author of a text.	Rewrite: Explain the difference between their own point of view and that of the author.	4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RI.3.6 Explain the difference between their own point of view and that of the author.	This standard is unique to informational text.
Integration of Knowledge and Ideas		
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Rewrite: Use information gained from illustrations and the words in a text to demonstrate understanding of the text. **RI.3.7** Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	4. We chose to revise to reduce complex verbiage. Look at combining 3.5 and 3.7 depending on other grade levels.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Rewrite: Identify how the author connects specific points to support an opinion. **RI.3.8**	4. We chose to revise to reduce complex verbiage. *We revised in accordance to the anchor standards to make a logical progression.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Rewrite: Compare and contrast the main ideas and details presented in two texts on the same topic. **RI.3.9** Compare and contrast the main ideas and details presented in two texts on the same topic.	4. We chose to revise for clarity.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Range of Reading and Level of Text Complexity		
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	REMOVE ~~Rewrite: Read and comprehend informational texts at a third-grade reading level independently and proficiently.~~ **RI.3.10** Read and comprehend informational texts at a third grade reading level independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. Reading Literature and Informational texts could be combined depending on other grade levels. *4. Include text complexity grade bands in guidance documents. Consider whether we want to include text examples in a guidance document.

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences	Rewrite: Explain the text and make inferences, using text evidence.	4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
from the text.	Explain the text and make inferences, using text evidence. Using text evidence, students can explain the text and make inferences.	
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Keep	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Rewrite: Explain events, procedures, ideas, or concepts found in a historical, scientific, or technical text. **RI.4.3** Explain events, procedures, ideas, or concepts found in a historical, scientific, or technical text.	4. We chose to revise for clarity.
Craft and Structure		
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Rewrite: Determine the meaning of general academic and content-specific words or phrases in a text. **RI.4.4** Determine the meaning of general academic and content-specific words or phrases in a text .	4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Rewrite: Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. **RI.4.5** Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	4. We chose to revise to reduce complex verbiage.
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Rewrite: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	4. We chose to revise to reduce complex verbiage.
Integration of Knowledge and Ideas		
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Rewrite: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text. **RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on	4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	Web pages) and explain how the information contributes to an understanding of the text.	
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Rewrite: Explain how an author uses reasons and evidence to support specific points in a text. **RI.4.8** Explain how an author uses reasons and evidence to support specific points in a text.	4. We chose to revise to reduce complex verbiage.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Keep	
Range of Reading and Level of Text Complexity		
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE Rewrite: Read and comprehend informational texts at a fourth grade reading level independently and proficiently. **RI.4.10** Read and comprehend informational texts at a fourth grade	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. Reading Literature and Informational texts could be combined depending on other grade levels.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	reading level independently and proficiently.	*4. Include text complexity grade bands in guidance documents. Consider whether we want to include text examples in a guidance document.

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Rewrite: Quote accurately from a text when explaining what the text says and when making inferences from the text. **RI.5.1** Quote accurately from a text when explaining what the text says and when making inferences from the text.	4. We chose to revise to reduce complex verbiage. RL.5.1 same as RI
RI.5.2 Determine two or more main ideas of a text and explain how they are	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
supported by key details; summarize the text.		
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Rewrite: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. **RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.	4. We chose to revise to reduce complex verbiage.
Craft and Structure		
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Rewrite: Determine the meaning of general academic and content-specific words and phrases in a text. **RI.5.4** Determine the meaning of general academic and content-specific words and phrases in a text.	4. We chose to revise to reduce complex verbiage.

Note: The table below shows proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Rewrite: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. **RI.5.5** Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.	4. We chose to revise to reduce complex verbiage.
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Rewrite: Compare and contrast two accounts of the same event or topic, noting important similarities and differences in the point of view of the authors. **RI.5.6** Compare and contrast two accounts of the same event or topic, noting important similarities and differences in the point of view of the authors. Keep	
Integration of Knowledge and Ideas		
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve	Rewrite: Using information from multiple print or digital sources, demonstrate the ability to locate an answer to a question	4. We chose to revise to reduce complex verbiage. Took out quickly due to repetition

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
a problem efficiently.	or to solve a problem efficiently. **RI.5.7** Using information from multiple print or digital sources, demonstrate the ability to locate an answer to a question or to solve a problem efficiently.	
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Rewrite: Explain how an author uses reasons and evidence to support specific points in a text, identifying which reasons and evidence support which point(s). **RI.5.8** Explain how an author uses reasons and evidence to support specific points in a text, identifying which reasons and evidence support which point(s).	4. We chose to revise to reduce complex verbiage.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Keep	
Range of Reading and Level of Text Complexity		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	REMOVE ~~Rewrite: Read and comprehend informational texts at a fifth grade reading level independently and proficiently.~~ **RI.5.10** Read and comprehend informational texts at a fifth grade reading level independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. Reading Literature and Informational texts could be combined depending on other grade levels. *4. Include text complexity grade bands in guidance documents. Consider whether we want to include text examples in a guidance document.

READING STANDARDS FOR FOUNDATIONAL SKILLS (3-5)

No Anchor Standards for Foundational Skills

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 115

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
In Kindergarten and First grade		
Phonological Awareness		
In Kindergarten and First grade		
Phonics and Word Recognition		

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
   a. Identify and know the meaning of the most common prefixes and derivational suffixes.
   b. Decode words with common Latin suffixes.
   c. Decode multi-syllable words.
   d. Read grade-appropriate irregularly spelled words.
	Keep	*Should foundation skills be before reading skills in the final draft, as they are sequential?
		
		Importance of having supplemental information in guidance document
		
		   - Prefixes, suffixes, and irregularly spelled words
		
		Concerns about high level vocab or verbiage, kept it

Fluency		
RF.3.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	Rewrite: Read grade-level texts with accuracy, automaticity, and appropriate fluency and expression to support comprehension. **RF.3.4** Read grade-level texts with	*Consistency throughout grade levels Include part c in guidance document 4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	accuracy, automaticity, and appropriate fluency and expression to support comprehension.	

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
In Kindergarten and First grade		
Phonological Awareness		
In Kindergarten and First grade		
Phonics and Word Recognition		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
	Rewrite: Know and apply grade-level phonics and word analysis skills in decoding words.
	  a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
	
	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
	      a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
		Guidance document needs to provide clarification on terminology
		
		4. We chose to revise to reduce complex verbiage.

Fluency		
RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	Rewrite: Read grade-level texts with accuracy, automaticity, and appropriate fluency and expression to support comprehension.	*Consistency throughout grade levels Include part c in guidance document

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.4.4** Read grade-level texts with accuracy, automaticity, and appropriate fluency and expression to support comprehension.	4. We chose to revise to reduce complex verbiage.

READING STANDARDS FOR FOUNDATIONAL SKILLS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Print Concepts		
In Kindergarten and First grade		
Phonological Awareness		
In Kindergarten and First grade		
Phonics and Word Recognition		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 119

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Rewrite: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	Guidance document needs to provide clarification on terminology 4. We chose to revise to reduce complex verbiage.
Fluency		
RF.5.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.	Rewrite: Read grade-level texts with accuracy, automaticity, and appropriate fluency and expression to support comprehension.	*Consistency throughout grade levels Include part c in guidance document 4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	**RF.5.4** Read grade-level texts with accuracy, automaticity, and appropriate fluency and expression to support comprehension. a.	

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (3-5)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes*		
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
relevant and sufficient evidence.		
CCRA.W.2 Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Production and Distribution of Writing		
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Research to Build and Present Knowledge		
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Range of Writing		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

WRITING STANDARDS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Rewrite: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the	Combine handwriting in this section like FL? Organize our writing standards like FL with titling standards or sections? Consistency throughout grade levels

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	opinion. c. Use linking words and phrases to connect opinion and reasons. d. Provide a concluding statement or section. **W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases to connect opinion and reasons. d. Provide a concluding statement or section.	4. We chose to revise to reduce complex verbiage.
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful	Rewrite: Write informative / explanatory texts to examine a topic and communicate ideas and information clearly. a. Introduce a topic and group related information together;	4. We chose to revise punctuation and reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information. d. Provide a concluding statement or section. **W.3.2** Write informative/explanatory texts to examine a topic and communicate ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases to connect ideas within categories of information. d. Provide a concluding statement or section.	

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Literacy
Content and Curriculum / SDE / 126

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 	
  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 	
  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 	
  c. Use temporal words and phrases to signal event order.
 	
  d. Provide a sense of closure.
	Rewrite: Write narratives about experiences or events using effective technique, descriptive details, and clear event sequences.
	
	  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
	
	  b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
	
	  c. Use time-related words and phrases to signal event order.
	
	  d. Provide a sense of closure.
	
	W.3.3 Write narratives about experiences or events using effective technique, descriptive details, and clear event sequences.
	
	  a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
		Align with grade-levels
		
		Could these subsections be placed in guidance document
		
		4. We chose to revise to reduce complex verbiage.
		
		Point of clarity, these may be independent skills that will be assessed in separate pieces of writing. We wonder how to make this more clear. Should it be included in standard or in an appendix?
		
		Clarify that these skills do not all need to be present in one piece of writing. These provide the criteria that will used to assess if learners are meeting the standard.
		
		Concern was brought up that the structure of the standards, specifically the Anchor Standards may be hindering...

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use time-related words and phrases to signal event order. d. Provide a sense of closure.	
Production and Distribution of Writing		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3.)	REMOVE Combine with 3.5	Combine 3.4 & 3.5 – reconsider alignment with other grade levels We want to make the best decision based on other grade levels.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)	Rewrite: Produce writing that is appropriate to task, purpose and audience. Develop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. **W.3.5** Produce writing that is	Combine 3.4 & 3.5 – reconsider alignment with other grade levels 3 – to reduce the number of standards

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	appropriate to task, purpose and audience. Develop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting (e.g., 1-3 paragraphs).	Rewrite: With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. **W.3.6** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others;	4. We chose to revise to reduce complex verbiage.
Research to Build and Present Knowledge		
W.3.7 Conduct short research projects that build knowledge about a topic.	Keep	
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Keep	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 129

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.3.9 (Begins in grade 4)		
Range of Writing		
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Rewrite: Write routinely over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences. **W.3.10** Write routinely over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences.	Consistency throughout grade levels 4. We chose to revise to reduce complex verbiage. The following was removed from the standard: (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

WRITING STANDARDS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Rewrite: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	4. We chose to revise to reduce complex verbiage.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 130

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Use precise language and domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.	a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases. d. Use precise language and domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented. **W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details.	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	c. Link opinion and reasons using words and phrases. d. Use precise language and domain-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.	

W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  c. Link ideas within categories of information using words and phrases (e.g., another, for
	Rewrite: Write informative / explanatory texts to examine a topic and communicate ideas and information clearly.
	  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
	  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	  c. Link ideas within categories of information using words and phrases
		4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

example, also, because).
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Provide a concluding statement or section related to the information or explanation presented.
	d. Use precise language and content-specific vocabulary to inform or explain the topic.
	e. Provide a concluding statement or section related to the information or explanation presented.
	
	W.4.2 Write informative/explanatory texts to examine a topic and communicate ideas and information clearly.
	    a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting), illustrations, and multimedia when useful to aiding comprehension.
	    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	    c. Link ideas within categories of information using words and phrases	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	d. Use precise language and content-specific vocabulary to inform or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 　a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 　b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 　c. Use a variety of transitional words and phrases to manage the sequence of events. 　d. Use concrete words and	Rewrite: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 　a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. 　b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. 　c. Use a variety of transitional words and phrases to manage the sequence of events. 　d. Use concrete words and	Consider reducing wording in this strand. Will need to review other GLs.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

phrases and sensory details to convey experiences and events precisely.
e. Provide a conclusion that follows from the narrated experiences or events.
	phrases and sensory details
	e. Provide a conclusion that follows from the narrated experiences or events.
	
	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	  b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	  c. Use a variety of transitional words and phrases to manage the sequence of events.
	  d. Use concrete words and phrases and sensory details
	  e. Provide a conclusion that follows from the narrated experiences or events.	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Production and Distribution of Writing		
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	REMOVE Combine with 4.5	Combine 4.4 & 4.5 – reconsider alignment with other grade levels We want to make the best decision based on other grade levels.
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)	Rewrite: Produce clear and coherent writing that is appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers. **W.4.5** Produce clear and coherent writing that is appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	Combine 4.4 & 4.5 – reconsider alignment with other grade levels 3 – to reduce the number of standards
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish	Rewrite: With some guidance and support from adults, use technology to	4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text (e.g., 1-2 pages).	produce and publish writing as well as to interact and collaborate with others. **W.4.6** With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others;	
Research to Build and Present Knowledge		
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Keep	Possibility to look at FL standards and consider merging 4.7 and 4.8
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Keep	
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., "Describe in	Rewrite: Use evidence from literary or informational texts to support analysis, reflection, and research applying grade 4 Reading standards.	4. We chose to revise to reduce complex verbiage. Examples were redundant.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	**W.4.9** Use evidence from literary or informational texts to support analysis, reflection, and research applying grade 4 Reading standards.	Consideration to also combine with writing standards 7,8, & 9 We discussed keeping these, "applying grade 4 Reading standards," as an example of standards integration.
Range of Writing		
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Rewrite: Write routinely over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences. **W.4.10** Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.	Consistency throughout grade levels 4. We chose to revise to reduce complex verbiage. The following was removed from the standard: (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

WRITING STANDARDS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
   b. Provide logically ordered reasons that are supported by facts and details.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
   d. Use precise language and domain-specific vocabulary to support the opinion piece.
   e. Provide a concluding statement or section related to the opinion presented.
	Rewrite: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	   b. Provide logically ordered reasons that are supported by facts and details.
	   c. Link opinion and reasons using words, phrases, and clauses
	   d. Use precise language and content-specific vocabulary to support the opinion piece.
	   e. Provide a concluding statement or section related to the opinion presented.
	
	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with
		4. We chose to revise to reduce complex verbiage.
		
		Linking word examples not needed.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses d. Use precise language and content-specific vocabulary to support the opinion piece. e. Provide a concluding statement or section related to the opinion presented.	
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and	Rewrite: Write informative/ explanatory texts to examine a topic and communicate ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include	4. We chose to revise to reduce complex verbiage. Linking word examples not needed.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	formatting, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses. d. Use precise language and content-specific vocabulary to inform or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. **W.5.2** Write informative/explanatory texts to examine a topic and communicate ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	formatting, illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses d. Use precise language and content-specific vocabulary to inform or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	
W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event	Rewrite: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event	4. We chose to revise to reduce complex verbiage.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details. e. Provide a conclusion that follows from the narrated experiences or events. **W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details. e. Provide a conclusion that follows from the narrated experiences or events.	
Production and Distribution of Writing		
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	REMOVE Combine with 5.5	Combine 5.4 & 5.5 – reconsider alignment with other grade levels We want to make the best decision based on other grade levels. Recommend keeping this standard separate from 5.5 to that 5.4 production, 5.5 edit/revise, 5.6 publication.
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or	Rewrite: Produce clear and coherent writing that is appropriate to task, purpose, and audience. Develop and strengthen writing as needed by	Combine 5.4 & 5.5 – reconsider alignment with other grade levels 3 – to reduce the number of standards

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)	planning, revising, and editing with guidance and support from adults and feedback from peers. **W.5.5** Produce clear and coherent writing that is appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.	
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text (e.g., 1-3 pages).	Rewrite: With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. **W.5.6** With some guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others;	4. We chose to revise to reduce complex verbiage.
Research to Build and Present Knowledge		
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of	Keep	Consider combining writing standards 7,8, & 9

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
different aspects of a topic.		
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Keep	

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
    a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]").
    b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons
	Rewrite: Use evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 Reading standards.
	
	W.5.9 Use evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 reading standards.
		4. We chose to revise to reduce complex verbiage.
		
		Examples were redundant.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and evidence support which point[s]").		
Range of Writing		
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Rewrite: Write routinely over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences. **W.5.10** Write routinely over short and extended time frames for a range of discipline-specific tasks, purposes, and audiences.	Consistency throughout grade levels 4. We chose to revise to reduce complex verbiage.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 147

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (3-5)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Presentation of Knowledge and Ideas		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		

SPEAKING AND LISTENING STANDARDS (3-5)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

SPEAKING AND LISTENING STANDARDS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  c. Ask questions to check understanding of information
	Rewrite: Engage in various collaborative discussions clearly expressing their own ideas and building on the ideas of others.
	  a. Come prepared to discussions ready to explore relevant ideas.
	  b. Follow agreed-upon rules for discussions.
	  c. Ask topic-related questions to check their own understanding of information presented and connect their comments to the remarks of others.
	  d. Explain their own ideas and understanding based on the discussion.
	
	SL.3.1 Engage in various collaborative discussions clearly expressing their own ideas and building on the ideas of others
	  a. Come prepared to discussions ready to explore relevant ideas
		4. Removing examples for clarity and consistency with other standards. Adjusted wording to provide for clarity

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	b. Follow agreed-upon rules for discussions. c. Ask topic-related questions to check their own understanding of information presented and connect their comments to the remarks of others. d. Explain their own ideas and understanding based on the discussion.	
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Possible Rewrite:** **SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in a variety of media and formats, including visually, quantitatively, and orally. Keep	Quantitatively may need to be changed or examples provided in grades 3 and up.
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Keep	
Presentation of Knowledge and Ideas		
SL.3.4 Report on a topic or text, tell a story, or recount an experience with	Rewrite: Give an oral report, tell a story, or recount an experience with	Revised for clarity and added "volume"

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume. **SL.3.4** Give an oral report, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume.	
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Rewrite: Create engaging audio or video recordings that demonstrate fluency; add visual displays when appropriate. **SL.3.5** Create engaging audio or video recordings that demonstrate fluency; add visual displays when appropriate.	Revised for clarity
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	Keep	Is it possible to combine this with 3.4 and 3.5?

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 152

SPEAKING AND LISTENING STANDARDS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  b. Follow agreed-upon rules for discussions and carry out assigned roles.
  c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
	Rewrite: Engage in various collaborative discussions clearly expressing their own ideas and building on the ideas of others.
	  a. Come prepared to discussions ready to explore relevant ideas.
	  b. Follow agreed-upon rules for discussions and carry out assigned roles.
	  c. Ask and answer specific questions to clarify or respond to information presented, and provide comments that contribute to the discussion and connect their comments to the remarks of others.
	  d. Review the key ideas expressed and explain their own ideas and understanding in response to the discussion.
	
	SL.4.1 Engage in various collaborative discussions clearly expressing their own
		4. Removing examples for clarity and consistency with other standards. Adjusted wording to provide for clarity
		
		We recommend a second look on the wording of subcategories c and d.
		
		Remove the phrase in light of. We recommend using more literal language.
		
		Perhaps "in response to" rather than "in light of"

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	ideas and building on the ideas of others. a. Come prepared to discussions ready to explore relevant ideas b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Ask and answer specific questions to clarify or respond to information presented, and provide comments that contribute to the discussion and connect their comments to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in response to the discussion.	
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Keep	
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Presentation of Knowledge and Ideas		
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Rewrite: Give an oral report, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and volume. **SL.4.4** Give an oral report, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and volume.	Revised for clarity and added "volume"
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Rewrite: Add audio or video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **SL.4.5** Add audio or video recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. ~~Keep~~	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)	Rewrite: Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.) **SL.4.6** Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)	

SPEAKING AND LISTENING STANDARDS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  b. Follow agreed-upon rules for discussions and carry out assigned roles.
  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Rewrite: Engage in various collaborative discussions clearly expressing their own ideas and building on the ideas of others.
	  a. Come prepared to discussions ready to explore relevant ideas.
	  b. Follow agreed-upon rules for discussions and carry out assigned roles.
	  c. Ask and answer specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
	  d. Review the key ideas expressed and make conclusions based on the information presented and knowledge gained from discussions.
	
	SL.5.1 Engage in various collaborative discussions clearly expressing their own ideas and building on the ideas of others.
	  a. Come prepared to discussions ready to explore relevant ideas.
	  b. Follow agreed-upon rules for
		4. Removing examples for clarity and consistency with other standards. Adjusted wording to provide for clarity

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	discussions and carry out assigned roles. c. Ask and answer specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and make conclusions based on the information presented and knowledge gained from discussions.	
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Keep	
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Keep	
Presentation of Knowledge and Ideas		
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support	Rewrite: Give an oral report or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support	Revised for clarity and added "volume"

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
main ideas or themes; speak clearly at an understandable pace.	main ideas or themes; speak clearly at an understandable pace and volume. **SL.5.4** Give an oral report or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and volume.	
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Rewrite: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **SL.5.5** Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Removed examples
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	Rewrite: Adapt speech to a wide range of contexts and tasks utilizing grade level appropriate vocabulary and tone. (See grade 5 Language standards 1 and 3 for specific expectations.) **SL.5.6** Adapt speech to a wide range of contexts and tasks, utilizing grade level	We recommend for grades 5-12 "To a wide range of contexts and tasks utilizing grade level appropriate vocabulary and tone." Keep reference to Language standards.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	appropriate vocabulary and tone. (See grade 5 Language standards 1 and 3 for specific expectations.) ~~Keep~~	

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (3-5)

The grades K-5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CCRA.L.2 Demonstrate command of the conventions of standard English		

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 160

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
capitalization, punctuation, and spelling when writing.		
Knowledge of Language		
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Vocabulary Acquisition and Use		
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CCRA.L.6 Acquire and use accurately a range of general academic and		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		

LANGUAGE STANDARDS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their
	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their
		Removed examples

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. **L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns,	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 163

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns d. Form and use regular and irregular verbs. e. Form and use the simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. Form and use possessives. d. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). e. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. f. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words f. Use spelling patterns and generalizations in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling. **L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Removed examples. Separated Form and use possessives into its own bullet point

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words f. Use spelling patterns and generalizations in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	
Knowledge of Language		

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Choose words and phrases for effect.*
    b. Recognize and observe differences between the
	Keep	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
conventions of spoken and written standard English.		
Vocabulary Acquisition and Use		

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  a. Use sentence-level context as a clue to the meaning of a word or phrase.
  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the
	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level content, choosing flexibly from a range of strategies.
	  a. Use sentence-level context as a clue to the meaning of a word or phrase.
	  b. Determine the meaning of the new word formed when a known affix is added to a known word.
	  c. Use a known root word as a clue to the meaning of an unknown word with the same root.
	  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
	
	L.3.4 Determine or clarify the meaning
		Revised for ease of reading.
		
		Definition of "affix" in supporting documents
		
		grade-level content instead of grade 3 reading and content?

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

precise meaning of key words and phrases.	of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing flexibly from a range of strategies.
	  a. Use sentence-level context as a clue to the meaning of a word or phrase.
	  b. Determine the meaning of the new word formed when a known affix is added to a known word (
	  c. Use a known root word as a clue to the meaning of an unknown word with the same root
	  d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.
  a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
	Rewrite: Demonstrate understanding of word relationships and subtle differences in word meanings.
	  a. Distinguish the literal and nonliteral meanings of words and phrases in context.
	  b. Identify real-life connections
		Revised for ease of reading

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	between words and their use. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. **L.3.5** Demonstrate understanding of word relationships and subtle differences in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Identify real-life connections between words and their use. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.	
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Rewrite: Acquire and use accurately grade-appropriate conversational, general academic, and content-specific words and phrases. **L.3.6** Acquire and use accurately grade-appropriate conversational, general	Revised for clarity and to reduce complex verbiage. Grades 3-5 took out examples. Adding these back in could help with consistency. (Or it would be important for the other grades to consider taking them out. This connects with the

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	academic, and content-specific words and phrases.	question of what examples are essential to keep.)

LANGUAGE STANDARDS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
  c. Use modal auxiliaries (e.g., can, may, must) to
	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  a. Use relative pronouns and relative adverbs.
	  b. Form and use the progressive verb tenses.
	  c. Use modal auxiliaries to convey various conditions.
	  d. Order adjectives within sentences according to conventional patterns.
	  e. Form and use prepositional
		Removed examples. May consider creating a supporting document that further explains conventions.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 170

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., to, too, two; there, their).*	phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words.* **L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns and relative adverbs. b. Form and use the progressive verb tenses. c. Use modal auxiliaries to convey various conditions. d. Order adjectives within sentences according to conventional patterns. e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 171

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	g. Correctly use frequently confused words .*	

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use correct capitalization.
   b. Use commas and quotation marks to mark direct speech and quotations from a text.
   c. Use a comma before a coordinating conjunction in a compound sentence.
   d. Spell grade-appropriate words correctly, consulting references as needed.
	Keep	

Knowledge of Language		

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases to convey ideas precisely.*
   b. Choose punctuation for effect.*
	Rewrite: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	   a. Choose words and phrases to convey ideas precisely.*
	   b. Choose punctuation for effect.*
		Revised for clarity, removed examples.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
	
	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	  a. Choose words and phrases to convey ideas precisely.*
	  b. Choose punctuation for effect.*
	  c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	

Vocabulary Acquisition and Use		

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
	  a. Use context as a clue to the meaning of a word or phrase.
	  b. Use common, grade-appropriate Greek and Latin
		Shortened for ease of reading.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
    c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
	Rewrite: Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
	    a. Explain the meaning of simple similes and metaphors in context.
	    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	    c. Demonstrate understanding of words by relating them to their synonyms and antonyms.
	
	L.4.5 Demonstrate understanding of figurative language, word relationships, and subtle differences in word meanings.
	    a. Explain the meaning of simple similes and metaphors in context.
	    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	    c. Demonstrate understanding of words by relating them to their synonyms and antonyms.
		Shortened for ease of reading. Will need examples in supporting documents for each bullet point.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases. **L.4.6** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases~~emotions~~	Shortened for ease of reading and to reduce complex verbiage Grades 3-5 took out examples. Adding these back in could help with consistency. (Or it would be important for the other grades to consider taking them out. This connects with the question of what examples are essential to keep.)

LANGUAGE STANDARDS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Explain the function of conjunctions, prepositions, and interjections in general and
	Rewrite: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	  a. Explain the function of conjunctions, prepositions, and
		Shortened for ease of reading. Took out examples.
		
		Will need examples of conventions in supporting document, especially on language standards for all grade-levels.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
their function in particular sentences. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., either/or, neither/nor).	interjections in general and in particular sentences. b. Form and use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions. **L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general in particular sentences. b. Form and use the perfect verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb	

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 177

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	tense.* e. Use correlative conjunctions.	

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use punctuation to separate items in a series.*
  b. Use a comma to separate an introductory element from the rest of the sentence.
  c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
  d. Use underlining, quotation marks, or italics to indicate titles of works.
  e. Spell grade-appropriate words correctly, consulting references as needed.
	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	  a. Use punctuation to separate items in a series.*
	  b. Use a comma to separate an introductory element from the rest of the sentence.
	  c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.
	  d. Use underlining, quotation marks, or italics to indicate titles of works.
	  e. Spell grade-appropriate words correctly, consulting references as needed.
	
	L.5.2 Demonstrate command of the conventions of standard English
		Removed examples

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

	capitalization, punctuation, and spelling when writing.
	  a. Use punctuation to separate items in a series.*
	  b. Use a comma to separate an introductory element from the rest of the sentence.
	  c. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence , and to indicate direct address.
	  d. Use underlining, quotation marks, or italics to indicate titles of works.
	  e. Spell grade-appropriate words correctly, consulting references as needed.	

Knowledge of Language		

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  a. Expand, combine, and reduce sentences for
	Rewrite: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	  a. Expand, combine, and reduce sentences for meaning,
		Removed examples

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	reader/listener interest, and style. b. Compare and contrast the varieties of English used in stories, dramas, or poems. **L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English used in stories, dramas, or poems.	
Vocabulary Acquisition and Use		
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-	Shortened for ease of reading. Definition of "affix" in supporting documents

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figurative language, including similes and metaphors, in context.
  b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
	Rewrite: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	  a. Interpret figurative language, including similes and metaphors, in context.
	  b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	  c. Use the relationship between synonyms, antonyms, and/or homographs to better understand each of the words
	
	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	  a. Interpret figurative language, including similes and metaphors, in context.
	  b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	  c. Use the relationship between synonyms, antonyms, and/or homographs to better understand each of the words.
		This is exactly like the Mass standard and there were no examples except in the end and that one seemed like it would be effective there.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases. **L.5.6** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases.	Shortened for ease of reading. The standard was the same as Mass., so I kept going with the same standards. Grades 3-5 took out examples. Adding these back in could help with consistency. (Or it would be important for the other grades to consider taking them out. This connects with the question of what examples are essential to keep.)

HANDWRITING STANDARDS (3-5)

The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

HANDWRITING STANDARDS – GRADE 3 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Writing Components: Acquire Handwriting Skills for Cursive Handwriting		
HW.3.1 Write legibly in cursive.	KEEP	

HANDWRITING STANDARDS – GRADE 4 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Writing Components: Acquire Handwriting Skills for Cursive Handwriting		
HW.4.1 Write fluently and legibly in cursive.	Rewrite: Write legibly and fluently by hand, using either printing or cursive handwriting. **HW.4.1** Write legibly and fluently by hand, using either printing or cursive handwriting.	Revised to match MA standard

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 184

HANDWRITING STANDARDS – GRADE 5 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Writing Components: Acquire Handwriting Skills for Cursive Handwriting		
HW.5.1 Write fluently and legibly in print or cursive.	Rewrite: Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive. **HW.5.1** Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.	Revised to match MA standard

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (6-8)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 185

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Keep	Falls within the recommendations
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Keep	Falls within the recommendations
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Keep	Falls within the recommendations
Craft and Structure		
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Keep	Falls within the recommendations

Note: The table below shows proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Keep	Falls within the recommendations
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.	Keep	Falls within the recommendations
Integration of Knowledge and Ideas		
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Rewrite: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively (e.g., graphs, charts, and tables), as well as in words. (Changes come from Massachusetts standards) **CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively (e.g., graphs, charts, and tables), as well as in words.	For added clarity for the word quantitatively (Changes come from Massachusetts standards)

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Rewrite: Deconstruct and evaluate the argument and specific claims in a text, including the reasoning as well as the relevance and sufficiency of the evidence. (Changes come from Massachusetts standards) ~~Delineate~~ Deconstruct and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence including the reasoning as well as the relevance and sufficiency of the evidence.	To reduce complex verbiage To rewrite and prioritize the most important concepts (Changes come from Massachusetts standards)
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Keep	Falls within the recommendations
Range of Reading and Level of Text Complexity		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.	Keep	Falls within the recommendations

READING STANDARDS (6-8)

READING STANDARDS FOR LITERATURE – GRADES 6-8 STUDENTS

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

READING STANDARDS FOR LITERATURE – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 189

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text quoting or paraphrasing as appropriate.	Falls within the recommendations
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Keep	Falls within the recommendations
RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Keep	Falls within the recommendations
Craft and Structure		
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a	Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a	(Changes come from Massachusetts standards) To clarify the complex verbiage

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
specific word choice on meaning and tone.	specific word choice on meaning and tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere). (Changes come from Massachusetts standards) **RL.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).	
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Keep	Falls within the recommendations
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Keep	Falls within the recommendations
Integration of Knowledge and Ideas		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Rewrite: Compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text. **RL.6.7** Compare and contrast compare and contrast the experience of reading a story, drama, or poem to that of listening to or viewing the same text. (Changes come from Massachusetts standards)	To clarify the complex verbiage (Changes come from Massachusetts standards)
RL.6.8 (Not applicable to literature)		
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Keep	Falls within the recommendations
Range of Reading and Level of Text Complexity		
RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with	REMOVE ~~Keep~~	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Falls within the recommendations~~

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
scaffolding as needed at the high end of the range.		

READING STANDARDS FOR LITERATURE – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (Changes come from Massachusetts standards) **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	(Changes come from Massachusetts standards) Falls within the recommendations

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	Keep	Falls within the recommendations
RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	Keep	Falls within the recommendations
Craft and Structure		
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images. ~~Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.~~	To reduce complex verbiage To rewrite and prioritize the most important concepts (Changes come from Massachusetts standards)

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	(Changes come from Massachusetts standards) **RL.7.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.	
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Rewrite: Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama). (Changes come from Massachusetts standards) **RL.7.5** Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).	To rewrite and prioritize the most important concepts (Changes come from Massachusetts standards)
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a	Keep	Falls within the recommendations

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
text.		
Integration of Knowledge and Ideas		
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Rewrite: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version. (Changes come from Massachusetts standards) **RL.7.7** Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version.	To rewrite and prioritize the most important concepts. (Changes come from Massachusetts standards)
RL.7.8 (Not applicable to literature)		
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Keep	Falls within the recommendations
Range of Reading and Level of Text Complexity		
RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8	REMOVE	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
text complexity band proficiently, with scaffolding as needed at the high end of the range.		

READING STANDARDS FOR LITERATURE – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (Changes come from Massachusetts standards) **RL.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	Revise (Changes come from Massachusetts standards) Falls within the recommendations

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Keep	Falls within the recommendations
RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Keep	Falls within the recommendations
Craft and Structure		
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Keep	Falls within the recommendations-could be clarified through (below). *We recommend adding an example(s). We cannot think of one in this moment.
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Keep	Falls within the recommendations

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Keep	Falls within the recommendations
Integration of Knowledge and Ideas		
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Rewrite: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or performer(s). **RL.8.7** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or performer(s).	Falls within the recommendations *Could be better as a 7th-grade standard. Recommendation to flip 7th and 8th.
RL.8.8 (Not applicable to literature)		
RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible), including describing how	Keep	Falls within the recommendations

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 199

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
the material is rendered new.		
Range of Reading and Level of Text Complexity		
RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.	REMOVE	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28.

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. **RI.6.1** Cite textual evidence to support analysis of what the text says explicitly as	Falls within recommendation.

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 200

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	well as inferences drawn from the text, quoting or paraphrasing as appropriate.	
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Keep	Falls within recommendation.
RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Keep	Falls within recommendation
Craft and Structure		
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Rewrite: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (Language comes from Massachusetts) **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and	To rewrite and prioritize the most important concepts.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	technical meanings; explain how word choice affects meaning and tone.	
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Keep	Falls within the recommendations.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Rewrite: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view of the authors. **RI.6.6** ~~Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.~~ ~~Keep~~	Falls within the recommendations.
Integration of Knowledge and Ideas		
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Rewrite: Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to	To rewrite and prioritize the most important concepts. (Comes from Massachusetts standard)

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	develop a coherent understanding of a topic or issue. (Comes from Massachusetts standard) **RI.6.7** Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.	
RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Keep	Falls within the recommendations.
RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	Keep	Falls within the recommendation.
Range of Reading and Level of Text Complexity		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Rewrite: Read and comprehend informational texts at a sixth-grade reading level independently and proficiently.~~ **RI.6.10** By the end of the year, read and comprehend informational text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~To rewrite and prioritize the most important concepts.~~

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	See RI.6.1

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 204

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	
RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Keep	Falls within the recommendation
RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Keep	Falls within the recommendation
Craft and Structure		
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Keep	Falls within the recommendation *Massachusetts has an example

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Keep	Falls within the recommendation
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Rewrite: Determine an author's point of view or purpose in a text and explain how the author distinguishes his or her position from that of others. **RI.7.6** Determine an author's point of view or purpose in a text and explain how the author distinguishes his or her position from that of others. ~~Keep~~	Falls within the recommendation
Integration of Knowledge and Ideas		
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Keep	Falls within the recommendation
RI.7.8 Trace and evaluate the argument	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Keep	Falls within the recommendation
Range of Reading and Level of Text Complexity		
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	REMOVE ~~Rewrite: Read and comprehend informational texts at a seventh-grade reading level independently and proficiently.~~ **RI.7.10** By the end of the year, read and comprehend informational text in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~To rewrite and prioritize the most important concepts.~~

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. **RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.	See RI.6.1
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	Keep	Falls within the recommendation
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies,	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
or categories).		
Craft and Structure		
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	Keep	Falls within the recommendation
RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Rewrite: Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.(Comes from Massachusetts) **RI.8.5** Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.	To rewrite and prioritize the most important concepts.
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
responds to conflicting evidence or viewpoints.		
Integration of Knowledge and Ideas		
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Keep	Falls within the recommendation
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Rewrite: Delineate and evaluate the argument and specific claims in a text, determining whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, determining whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	To rewrite and prioritize the most important concepts. Assessing could be interpreted as testing
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and	Keep	Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 210

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
identify where the texts disagree on matters of fact or interpretation.		
Range of Reading and Level of Text Complexity		
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	REMOVE ~~Rewrite: Read and comprehend informational texts at a eighth-grade reading level independently and proficiently.~~ **RI.8.10** By the end of the year, read and comprehend informational text at the high end of the grades 6-8 text complexity band independently and proficiently.	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Makes sense~~

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (6-8)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Rewrite: Write arguments to support claims, using valid reasoning and relevant and sufficient evidence. **CCRA.W.1** Write arguments to support claims, using valid reasoning and relevant and sufficient evidence.	Objectivity of substantive This is more than one type of argument it broadens the range of argument that students can write
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Keep	Falls within the recommendation
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Keep	Falls in the recommendation
Production and Distribution of Writing		
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate	Keep	Falls within the recommendation

Note: The table below shows proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
to task, purpose, and audience.		
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Keep	Falls within the recommendation
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Keep	*Students don't have reliable internet access *Schools need more technology *Broaden the term of what technology means
Research to Build and Present Knowledge		
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Revise Conduct **short** as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Ask Whitney Wagoner
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
information while avoiding plagiarism.		
CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Keep	Falls within the recommendation
Range of Writing		
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Keep	Falls within the recommendation

WRITING STANDARDS (6-8)

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

WRITING STANDARDS - GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
  a. Introduce claim(s) and organize the reasons and evidence clearly.
  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  d. Use precise language and domain-specific vocabulary to support the argument.
  e. Establish and maintain a formal style.
  f. Provide a concluding statement or section that follows from the argument presented.
	Rewrite: Write arguments to support claims with clear reasons and relevant evidence.
	  a. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
	  b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
	  c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
	  d. Use precise language and domain-specific vocabulary to support the argument.
	  e. Establish and maintain a formal style.
	  f. Provide a concluding statement or section that follows from the
		To rewrite and prioritize the most important concepts.
		
		The shift from opinion to argument needs to be supported in an appendix and through professional development. Currently, this change is articulated in Appendix A.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	argument presented. g. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) **W.6.1** Write arguments to support claims with clear reasons and relevant evidence. a. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. b. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. c. Use precise language and domain-specific vocabulary to support the argument. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 216

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  c. Use appropriate transitions to clarify the relationships among ideas and concepts.
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	Rewrite: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	  a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	  b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
	  c. Use appropriate transitions to clarify the relationships among ideas and concepts.
	  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
		To rewrite and prioritize the most important concepts.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from the information or explanation presented. g. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) **W.6.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from the information or explanation presented.	
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.		
Production and Distribution of Writing		
W.6.4 Produce clear and coherent writing in which the development,	Keep	Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 220

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)		Consider combining the standards 6-8 and bulleting new learning at each grade level. Much discussion was had regarding the combining of standards. However, the final recommendation is to keep .4 .5. 6. as separate standards. The new learning should be bulleted as indicated above. After further discussion considering the purpose of .4 and .5 concern was discussed about writing over time as well as on demand. However, this is addressed in Range of Writing. Committee may consider referencing connecting standards. Could Range of Writing be embedded in the production standards?
W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
to and including grade 6.)		
W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	Rewrite: Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. **W.6.6** Use technology to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. ~~Keep (for now)~~	*We are unsure of the why behind the last part of this standard: demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. *Bring this up in our vertical alignment meeting *Bring up access to technology in alignment meeting Consider removing the phrase, *including the internet*, to recognize inequity of access. This phrase is limiting.
Research to Build and Present Knowledge		
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	Keep	Falls within the recommendation
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source;	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		

W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
  b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
	Rewrite: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	  a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
	  b. Apply grade 6 Reading standards to informational text (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
		To rewrite and prioritize the most important concepts
		
		Apply Grade 6 Reading Standard RL.9.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	   a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
	   b. Apply grade 6 Reading standards to informational text (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	

Range of Writing		
W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time	Keep	Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 224

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences		

WRITING STANDARDS – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
  a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
	Rewrite: Write arguments to support claims with clear reasons and relevant evidence.
	  a. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
	  b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
		To rewrite and prioritize the most important concepts

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented. a) Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) **W.7.1** Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.	
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification,	Rewrite: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies	To rewrite and prioritize the most important concepts

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	follows from and supports the information or explanation presented. g. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations,	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 229

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Production and Distribution of Writing		
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	Keep	Falls within the recommendation
W.7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)	Keep	Falls within the recommendation
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	Rewrite: Use technology to produce and publish writing, and link to and cite sources, as well as to interact and collaborate with others. **W.7.6** Use technology to produce and publish writing, and link to and cite	To rewrite and prioritize the most important concepts *Access to technology needs to be addressed in vertical alignment

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	sources, as well as to interact and collaborate with others.	Consider removing the phrase, *including the internet*, to recognize inequity of access. This phrase is limiting.
Research to Build and Present Knowledge		
W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	Keep	Falls within the recommendation
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Rewrite: Gather relevant information from multiple print and digital sources, using search terms effectively; determine the credibility and accuracy of each source; and accurately quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W.7.8** Gather relevant information from multiple print and digital sources, using search terms effectively; determine the credibility and accuracy of each source; and accurately quote or paraphrase the	To rewrite and prioritize the most important concepts Apply Grade 7 Reading Standard RI.7.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	data and conclusions of others while avoiding plagiarism and following a standard format for citation.	

W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
  b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
	Rewrite: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	  a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
	  b. Apply grade 7 Reading standards to informational text (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
	
	W.7.9 Draw evidence from literary or
		To rewrite and prioritize the most important concepts
		
		Apply Grade 7 Reading Standard RI.7.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	informational texts to support analysis, reflection, and research. a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply grade 7 Reading standards to informational text (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	
Range of Writing		
W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
for a range of discipline-specific tasks, purposes, and audiences.		

WRITING STANDARDS – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an	Rewrite: Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an	To rewrite and prioritize the most important concepts

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.	understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the argument. **W.8.1** Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 237

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Use precise language and domain-specific vocabulary to support the argument. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the argument presented.	
W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information	Rewrite: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and	To rewrite and prioritize the most important concepts

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 238

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement	information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

or section that follows from and supports the information or explanation presented.	purpose (e.g., formal for academic writing).
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
	
	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	    a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
	    b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
	    c. Use appropriate and varied	

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 240

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing). f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	
W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and	Keep	Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 241

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Production and Distribution of Writing		
W.8.4 Produce clear and coherent	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)		
W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8.)	Keep	Falls within the recommendation
W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Rewrite: Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **W.8.6** Use technology to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Falls within the recommendation • Bring up the access issue in our vertical meeting for technology Consider removing the phrase, *including the internet*, to recognize inequity of access. This phrase is limiting.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	Keep	
Research to Build and Present Knowledge		
W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Keep	Falls within the recommendation
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Rewrite: Gather relevant information from multiple print and digital sources, using search terms effectively; determine the credibility and accuracy of each source; and accurately quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; determine the credibility and accuracy of each source; and accurately quote or paraphrase the data and conclusions of others while	To rewrite and prioritize the most important concepts *Assess may be seen as testing Apply Grade 8 Reading Standard RI.8.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	avoiding plagiarism and following a standard format for citation.	

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works [e.g., the Bible], including describing how the material is rendered new").
  b. Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
	Rewrite: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	  a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works [e.g., the Bible], including describing how the material is rendered new").
	  b. Apply grade 8 Reading standards to informational text (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
		To rewrite and prioritize the most important concepts
		
		Apply Grade 8 Reading Standard RI.8.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

	W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	
	   a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works [e.g., the Bible], including describing how the material is rendered new").
	
	   b. Apply grade 8 Reading standards to informational text (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").	

Range of Writing		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Keep	Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 247

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (6-8)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Keep	Falls within the recommendation
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	Rewrite: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively (e.g., charts, graphs, and tables), and orally **CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually,	To rewrite and prioritize the most important concepts

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 248

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	quantitatively (e.g., charts, graphs, and tables), and orally.	
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Keep	Falls within the recommendation
Presentation of Knowledge and Ideas		
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Keep	Falls within the recommendation
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Keep	Falls within the recommendation
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Keep	Falls within the recommendation

SPEAKING AND LISTENING STANDARDS (6-8)

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

SPEAKING AND LISTENING STANDARDS – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  b. Follow rules for collegial discussions, set specific goals
	Possible Rewrite:
	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.
	  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	  b. Follow rules for discussions, set
		*Scaffolding needed as an area for professional development
		
		Remove diverse partners.
		
		We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. Keep	We recommend the 6-8 group change this word "collegial" to minimize risk of misinterpretation. We understand the reason for removing the word. We don't know about another word that would get at the spirit of the word Collegial. Perhaps removing it would be okay. Falls within the recommendation
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Rewrite: Interpret information presented in diverse media and formats (e.g., visually, quantitatively (e.g., charts, graphs, and tables), orally) and explain how it contributes to a topic, text, or issue under study. **SL.6.2** Interpret information presented in diverse media and formats (e.g., visually, quantitatively (e.g., charts, graphs, and tables), orally) and explain how it contributes to a topic, text, or issue under study.	To rewrite and clarify the most important concepts

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Keep	Falls within the recommendation
Presentation of Knowledge and Ideas		
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Keep	Falls within the recommendation
SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Keep	Falls within the recommendation
SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	Keep	Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 252

SPEAKING AND LISTENING STANDARDS – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
  b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
  c. Pose questions that elicit elaboration and respond to others' questions and
	Possible Rewrite:
	
	SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.
	  a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
	  b. Follow rules for discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
	  c. Pose questions that ~~encourage~~ invite elaboration and respond to others' questions and
		Remove diverse partners.
		
		We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness.
		
		We recommend the 6-8 group change this word "collegial" to minimize risk of misinterpretation.
		
		We understand the reason for removing the word. We don't know about another word that would get at the spirit of the word Collegial. Perhaps removing it would be okay.
		
		Change elicit to encourage
		
		We'd like to propose the word "invite".
		
		Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views. Keep	
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	Rewrite: Analyze the main ideas and supporting details presented in diverse media (e.g., visually, quantitatively (charts, graphs, and tables), orally) and explain how the ideas clarify a topic, text, or issue under study. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively (charts, graphs, and tables), orally) and explain how the ideas clarify a topic, text, or issue under study.	*Needs to happen effectively within the grade before (6th) *To clarify language and add examples Parentheses inside of parentheses is a bit confusing. This could be addressed by putting this example in a supplemental document (we felt it was important to explain what "quantitatively" meant. This could be addressed by putting this example in a supplemental document (we felt it was important to explain what "quantitatively" meant.
SL.7.3 Delineate a speaker's argument and specific claims, evaluating the	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
soundness of the reasoning and the relevance and sufficiency of the evidence.		
Presentation of Knowledge and Ideas		
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	Rewrite: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation. **SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation.	To rewrite and clarify the most important concepts
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	Keep	Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Literacy
Content and Curriculum / SDE / 255

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)	Keep (for now)	*Need a clear reference to the Language section (cross-reference needed)

SPEAKING AND LISTENING STANDARDS – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by
	Possible Rewrite:
	SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.
	   a. Come to discussions prepared, having read or researched material under study; explicitly
		Remove diverse partners.
		
		We believe this change in wording takes away from the spirit of the standard and the experience we hope for our learners. We suggest keeping the word diverse. This is important for college and career readiness.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. Keep	We recommend the 6-8 group change this word "collegial" to minimize risk of misinterpretation. We understand the reason for removing the word. We don't know about another word that would get at the spirit of the word Collegial. Perhaps removing it would be okay. Falls within the recommendation
SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually,	Rewrite: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively	To rewrite and clarify the most important concepts

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	(e.g., charts, graphs, and tables) and orally) and evaluate the intent (e.g., social, commercial, political) behind its presentation. **SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively (e.g., charts, graphs, and tables) and orally) and evaluate the intent (e.g., social, commercial, political) behind its presentation.	Parentheses inside of parentheses is a bit confusing. This could be addressed by putting this example in a supplemental document (we felt it was important to explain what "quantitatively" meant. This could be addressed by putting this example in a supplemental document (we felt it was important to explain what "quantitatively" meant.
SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Rewrite: Analyze a speaker's argument and specific claims; evaluate the soundness of the reasoning and relevance and sufficiency of the evidence and identify irrelevant evidence. **SL.8.3** Analyze a speaker's argument and specific claims; evaluate the soundness of the reasoning and relevance and sufficiency of the evidence and identifying irrelevant evidence. ~~Keep~~	Change "Delineate" to analyze or evaluate. Revisit for wordsmithing. ~~Falls within the recommendation~~
Presentation of Knowledge and Ideas		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Rewrite: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation. **SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, adequate volume, and clear pronunciation.	To rewrite and clarify the most important concepts
SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Keep	Falls within the recommendation
SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)	Keep	*Need a clear reference to the Language section (cross-reference needed)

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (6-8)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Keep	*The Language standards need professional development for educators so the standards are integrated within reading and writing
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Keep	Falls within the recommendation
Knowledge of Language		
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or	Keep	*The experts at grade-level are unclear of what students should know and be able to do as a result of this standard.

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 260

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
listening.		
Vocabulary Acquisition and Use		
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Keep	Falls within the recommendation
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Keep	Falls within the recommendation
CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Rewrite: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. **CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening	To rewrite and clarify the most important concepts

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge.	

LANGUAGE STANDARDS (6-8)

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 63 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

LANGUAGE STANDARDS – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.6.1 Demonstrate command of the conventions of standard English	Keep	Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020 Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 262

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

grammar and usage when writing or speaking.
  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  b. Use intensive pronouns (e.g., myself, ourselves).
  c. Recognize and correct inappropriate shifts in pronoun number and person.*
  d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
  e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*		

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use punctuation (commas,
	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	  a. Use punctuation (commas,
		Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 263

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
b. Spell correctly.
	parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
	b. Spell correctly, consulting references as needed.
	
	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
	    b. Spell correctly, consulting references as needed.
	
	~~Keep~~	

Knowledge of Language		

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    a. Vary sentence patterns for meaning, reader/listener interest, and style.*
    b. Maintain consistency in style
	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and tone.*		

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
	  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
	  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
		Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
d. 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).	d. 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). **L.6.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies. 　a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 　b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). 　c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	determine or clarify its precise meaning or its part of speech. d. 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). ~~Keep~~	
L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Keep	Falls within the recommendation Grades 3-5 eliminated the examples, so it could be beneficial for that group to consider adding them back in for consistency. The example could be helpful for teachers.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L.6.6.** Acquire and use accurately grade-appropriate general academic and ~~domain~~ content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ~~Keep~~	Falls within the recommendation

LANGUAGE STANDARDS – GRADE 7 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.7.1 Demonstrate command of the	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

conventions of standard English grammar and usage when writing or speaking.
  a. Explain the function of phrases and clauses in general and their function in specific sentences.
  b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*		

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
  b. Spell correctly.
	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	  a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
	  b. Spell correctly, consulting references as needed.
		*Needs a correct example and nonexample

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

	L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	   a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
	   b. Spell correctly, consulting references as needed.	

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	Keep	Falls within the recommendation
L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7	Rewrite: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. 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).
	grade level content, choosing flexibly from a range of strategies.
	  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	  d. 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).	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level content, choosing flexibly from a range of strategies.
	
	  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	
	  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
	
	  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	
	  d. Verify the preliminary determination of the meaning	

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 272

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ~~Keep~~	

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
   b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
   c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
	Keep	Falls within the recommendation
		
		Suggestion to remove "biblical" because it could be political. It could be suggested that biblical could fall under literary.

L.7.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases;	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L.7.6** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. ~~Keep~~	

LANGUAGE STANDARDS – GRADE 8 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals	Keep	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
(gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. Recognize and correct inappropriate shifts in verb voice and mood.*		
L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.	Rewrite: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission. b. Spell correctly, consulting references as needed. **L.8.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and	Falls within the recommendation

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Literacy

Content and Curriculum / SDE / 275

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

	spelling when writing.
	  a. Use punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
	  b. Spell correctly , consulting references as needed.
	
	~~Keep~~	

Knowledge of Language		

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the
  b. action; expressing uncertainty or describing a state contrary to fact).
	Keep	Falls within the recommendation

L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words	**L.8.4** Rewrite: Determine or clarify the meaning of unknown and multiple-	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. 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).	meaning words or phrases based on grade level content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. 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).	

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 277

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade level content, choosing flexibly from a range of strategies.
	  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
	  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	  d. Verify the preliminary determination of the meaning	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 278

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ~~Keep~~	

L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figures of speech (e.g. verbal irony, puns) in context.
  b. Use the relationship between particular words to better understand each of the words.
  c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
	Keep	Falls within the recommendation

L.8.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Rewrite: Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Falls within the recommendation

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	L.8.6 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Keep	

HANDWRITING STANDARDS – GRADE 6 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
HW.6.1 Write fluently and legibly in print or cursive.	N/A	N/A

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING (9-12)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 280

standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		
CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		
CCRA.R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		
Craft and Structure		
CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 281

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
specific word choices shape meaning or tone.		
CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		
CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.		
Integration of Knowledge and Ideas		
CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.		
CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 282

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.		
Range of Reading and Level of Text Complexity		
CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.		

READING STANDARDS (9-12)

READING STANDARDS FOR LITERATURE – GRADE 9-10 STUDENTS:

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		Text= literature as well as informational text Revise to combine literature and informational texts to reduce redundancy and number of standards
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Rewrite: **RL & RI.9-12.1** Cite strong textual evidence to support analysis of what the text says. Consider what inferences can be drawn from the text, and what the text leaves out. Rewrite: **RL & RI.9-12.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text, **and what the text leaves out.** Quoting or paraphrasing as appropriate.	Combine RL and RI in supplemental guidance in combining 9/10 and 11/12 in a separate document Reducing language for simplicity Consider looking again at RI 8.1 and 9-12.1 and RI8.2 and 9-12.2. Is the 9-12 grade standard as rigorous or more rigorous as the 8th grade standard? Look at the writing standards to make sure

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	RL.9-12.1 Cite strong textual evidence to support analysis of what the text says. Consider what inferences can be drawn from the text, and what the text leaves out.	there is appropriate alignment with these as well.
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Rewrite: **RL & RI.9-12.2** Determine one or more themes or central ideas of a text. Consider including how specific details emerge and how those details refine and shape the themes and ideas. **RL.9-12.2** Determine one or more themes or central ideas of a text . Consider including how specific details emerge and how those details refine and shape the themes and ideas.	Reducing language for simplicity Providing an objective summary should be its own standard. Consider looking again at RI 8.1 and 9-12.1 and RI8.2 and 9-12.2. Is the 9-12 grade standard as rigorous or more rigorous as the 8th grade standard? Look at the writing standards to make sure there is appropriate alignment with these as well.
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Rewrite: **RL & RI.9-12.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Consider how ideas or events are presented and how ideas or characters are developed and interact. **RL.9-12.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reducing language for simplicity Adding "concepts" for "ideas" adds a broader language that could be helpful for a CTE context.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	Consider how ideas or events are presented and how ideas or characters are developed and interact.	
Craft and Structure		
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Rewrite: **RL & RI.9-12.**4 Determine the meaning of words and phrases as they are used in the text, including technical, figurative, and connotative meanings; analyze the impact of specific word choices on the effectiveness of the message meaning the tone of the text. **RL.9-1**2**.4** Determine the meaning of words and phrases as they are used in the text, including technical, figurative, and connotative meanings; analyze the impact of specific word choices on the effectiveness of the message meaning the tone of the text.	Clarify language and combine literature and informational standards. Wondering if the 9-12 standard needs some additional complexity, based on its similarity to the 8th grade standard. We thought about adding back in some of the ideas from the original standard in order to make it more complex than its 8th grade counterpart.
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as	Rewrite: Analyze how an author's choices concerning how to structure a text, including how specific sentences, paragraphs, and larger portions of the text, (e.g. a section, chapter, scene, or	Clarify language and combine literature and informational standards

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
mystery, tension, or surprise.	stanza) relate to each other and the whole. Consider order of events, manipulation of time, and effects such as mystery, tension, or surprise contribute to the overall structure and meaning, as well as its aesthetic impact. **RL.9-12.5** Analyze how an author's choices concerning how to structure a text, including how specific sentences, paragraphs, and larger portions of the text, (e.g. a section, chapter, scene, or stanza) relate to each other and the whole. Consider order events, manipulation of time, and effects as mystery, tension, or surprise contribute to the overall structure and.	
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Rewrite: RL & RI.9-12.6 Analyze a particular point of view or cultural experience reflected in a text. Consider how rhetoric is particularly effective, how style and content contribute to the power, persuasiveness, or beauty of the text. **RL.9-12.6** Analyze a particular point of view or cultural experience reflected in a	Clarify language and combine literature and informational standards. Removing charged words.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	text. Consider how rhetoric is particularly effective, how style and content contribute to the power, persuasiveness, or beauty of the text.	
Integration of Knowledge and Ideas		
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Rewrite: RL & RI.9-12.7 Evaluate and demonstrate understanding of both multiple sources of information and multiple interpretations of a text in more than one format in order to support comprehension, address a question, or solve a problem. Consider using multiple sources on the same topic or a form of media in addition to a text. **RL.9-12.7**.	To insure balance between literature and informational text. Clarify language, combine grade levels, and combine literature and informational standards. Even though the RL & RI have been combined in 9-12, this standard for RL doesn't build naturally from the K-8 standards; it has a different emphasis. There could be some reworking here to add an emphasis on the literature as well as possibly looking at the 8th grade standard to get better alignment. We also wanted to note it will be important to make sure there are examples here to ensure educators understand the intent of the standard. The K-2 group mentioned the idea of creating a checklist to show whether a standard

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		meets both Informational & Literature or only one.
RL.9-10.8 (Not applicable to literature)	Rewrite: Delineate and evaluate the argument and specific claims in a text, assess whether the reasoning is valid and the evidence is relevant and sufficient. **RL.9-12.8**	Simplify, clarify, eliminate restrictions. Making it teacher-friendly. Eliminating non-essential elements.
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).	Rewrite: RL & RI 9-12.9 Analyze how two or more texts address similar themes or topics. Consider comparing two texts from different time periods that have similar themes or two texts from the same time period that have differing views on the same topic. **RL.9-12.9** Analyze how two or more texts address similar themes or topics. Consider comparing two texts from different time periods that have similar themes or two texts from the same time period that have differing views on the same topic.	Simplify, combine grade levels, combine literature and information standards. Consider when "analyze" or "apply" is more appropriate. "Analyze" is used in grades 7, 8, and 9-12.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Range of Reading and Level of Text Complexity		
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.	REMOVE ~~Rewrite: By the end of each grade, independently read and proficiently comprehend a balanced combination of literary and informational texts at the appropriate grade level.~~ ~~Rewrite: RL.9-12.10 Read and comprehend a balanced combination of literary and informational texts at the appropriate grade level independently and proficiently.~~ By the end of each grade, independently read and proficiently comprehend a balanced combination of literary and informational texts at the appropriate grade level	All Range of Reading and Level of Text Complexity standards have been collapsed into one set found on page 28. ~~Independent- by themselves~~ ~~Proficient- may be somewhat subjective~~ ~~Consideration of assessment guidelines –~~ ~~Combines 9-10 and 11-12~~ ~~Combines RL and RI~~ ~~By eliminating specific cannon and allowing a variety of options and flexibility by the educator who knows their students and interests, will help to build student's active interest, endurance and engagement in reading.~~

READING STANDARDS FOR LITERATURE – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Craft and Structure		
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or powerful language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony,	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
or understatement).		
Integration of Knowledge and Ideas		
RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RL.11-12.8 (Not applicable to literature)	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 293

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Range of Reading and Level of Text Complexity		
RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 9-10 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 294

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Craft and Structure		
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Integration of Knowledge and Ideas		
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 296

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
fallacious reasoning.		
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Range of Reading and Level of Text Complexity		
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

READING STANDARDS FOR INFORMATIONAL TEXT – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Key Ideas and Details		
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Craft and Structure		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
Integration of Knowledge and Ideas		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 299

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. and other texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) and other documents of similar	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
significance for their themes, purposes, and rhetorical features.		
Range of Reading and Level of Text Complexity		
RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11- CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	REMOVE	changed with the above changes due to being combined by 9/10 and 11/12 as well as the combination of RL and RI

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING (9-12)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 301

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.		
CCRA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.		
Production and Distribution of Writing		
CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		
CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.		
Research to Build and Present Knowledge		
CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.		
CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
CCRA.W.9 Draw evidence from literary or informational texts to support		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 303

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
analysis, reflection, and research.		
Range of Writing		
CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		

WRITING STANDARDS (9-12)

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

WRITING STANDARDS – GRADE 9-10 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		

Note: The table below shows proposed revisions to the 2017 Idaho Content Standards in English Language Arts/Literacy.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
   b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
   c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons, between reasons and evidence, and between claim (s) and counterclaims.
   d. Use precise language and domain-specific vocabulary to manage the complexity of the argument.
	Rewrite: **W.9-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Consider audience, opposing claims, organization, relationships between ideas, transitions, and formal, content-specific language.
	
	W.9-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Consider audience, opposing claims, organization, relationships between ideas, transitions, and formal, content-specific language.
		Combine 9-10 and 11-12
		
		Remove substandards a-f and place in supplement document

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.		
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	Rewrite: **W.9-12.2** Write informational texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Consider audience, organization, formatting, concrete details, relationships between ideas, and formal content-specific language. **W.9-12.2** Write informational texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Consider audience, organization, formatting, concrete details,	Combine 9-10 and 11-12 Remove substandards a-f and place in supplement document Informational helps to create consistency with the reading standards. Formatting- allows for the shift of the term "transition" but can open to allow multiple ways to communicate "Complex" is subjective and unnecessary. Standards are the floor and great teachers will reach the ceiling.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation	relationships between ideas, and formal content-specific language. a. . organization)	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
presented (e.g., articulating implications or the significance of the topic).		

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  a. and orient the reader by Engage setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  c. Use a variety of techniques to sequence events so that they build on one another to create
	Rewrite: **W.9-12.3** Write narratives to develop real or imagined experiences or events using, well-chosen details, and well-structured event sequences. Consider establishing one or multiple point(s) of view, the use of narrative techniques, and the use of precise words and phrases.
	
	W.9-12.3 Write narratives to develop real or imagined experiences or events using, well-chosen details, and well-structured event sequences. Consider establishing one or multiple point(s) of view, the use of narrative techniques, and the use of precise words and phrases.
		Combine 9-10 and 11-12
		
		Remove substandards a-e and place in supplement document
		
		11-12 c says build to a particular tone or outcome such as a sense of mystery
		
		There should be some great examples of the myriad of narrative techniques (example FL)

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Production and Distribution of Writing		
W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	Rewrite: **W.9-12.4** Produce clear and coherent writing, at different lengths and in different contexts in which the development, organization, and style are appropriate to task, purpose, and audience. **W.9-12.4** Produce clear and coherent writing, at different lengths and in different contexts in which the development, organization, and style are appropriate to task, purpose, and	Combine 9-10 and 11-12 Redundant with text types. Students are able to write to the type, so therefore they are already demonstrating this skill Consideration to the alignment and use of the anchor standards

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
	audience.	
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)	Rewrite: **W.9-12.5** Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. Consider what is most significant for a specific purpose and audience. **W.9-12.5** Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. Consider what is most significant for a specific purpose and audience.	9-10/11-12 combined As needed removed- this is always needed! Providing consistent language
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Rewrite: **W.9-12.6** Use technological resources to produce, publish, and update individual or shared writing products. **W.9-12.6** Use technological resources to produce, publish, and update individual or shared writing products.	9-10/11-12 combined Consider the reading standards that connect to the technology literacy Considering tech restrictions for independent district choices Validity and reliability of text from technology. Informational literacy
Research to Build and Present Knowledge		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Rewrite: **W.9-12.7** Conduct research projects to answer a question, solve a problem, or synthesize multiple sources of information to demonstrate understanding of the subject. **W.9-12.7** Conduct research projects to answer a question ,solve a problem, or synthesize multiple sources of information to demonstrate understanding of the subject.	Clarify depth regarding "answer a question" vs. "solve a problem" Reduced complex verbiage to simplify language. Combined 9-10 and 11/12 Purpose of research- what you're going to do
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Rewrite: **W.9-12.8** Gather, assess, and integrate relevant information from reliable sources utilizing a standard format for citation. Integrate evidence to support analysis, reflection, and research while avoiding plagiarism and maintaining the flow of ideas. **W.9-10.8** Gather, assess, and integrate relevant information from reliable sources utilizing a standard format for citation. Integrate evidence to support analysis, reflection, and research while avoiding plagiarism and maintaining the flow of ideas	Assessing **informational literacy**, assessing quality information. Difficult for kids now to compare quality (scholarly) research text Citation includes reference sources as well as in-text citation Support educators in knowing and using reliable resources for students in a technology-focused environment. Ensure a focus on what are reliable resources (compared to satire or explicitly biased), and types. Comparison of print and digitally available resources. Concern with places with limited

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		resources, so flexibility in print and digital. Combine 9-10 and 11-12 Process of research (relevant and reliable resources) how you're going to do it Discussion regarding ordering of standards 7 and 8. Emphasize that order and a linear organization is defined at local level. Is standard 9 actually embedded in "integrate".
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by	REMOVE	~~"both" can be accomplished in a single text, as well as independently a Literacy and independently an informational text.~~ ~~Process of research (synthesize~~ Integrated into prior standard (8)

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Shakespeare]”). b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).		
Range of Writing		
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Rewrite: **W.9-12.10** Write routinely over short and extended time frames for a range of tasks, purposes, and audiences. **W.9-12.10** Write routinely for a range of tasks, purposes, and audiences.	Combine 9-10 and 11-12 Routinely= frequently and consistently Emphasize both short and extended writing (persistence and depth) Will need support in developing content limits by grade (what does this look like as a freshman vs. senior) Would be great to reflect and revise, would time be a barrier for many? There are times in which there is no reflection or revision.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 313

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		Reflection and revision is part of standard 5

WRITING STANDARDS – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Text Types and Purposes		
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and	REMOVE	Combined with 9-10

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 314

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the argument. e. Establish and maintain a formal style and objective tone while attending to the norms and		

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 315

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented.		
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant	REMOVE	Combined with 9-10

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 316

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the		

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Literacy
Content and Curriculum / SDE / 317

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
significance of the topic).		

W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of
	REMOVE	Combined with 9-10

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Production and Distribution of Writing		
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)	REMOVE	Combined with 9-10
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is	REMOVE	Combined with 9-10

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 319

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standard 1-3 up to and including grades 11-12.)		
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	REMOVE	Combined with 9-10
Research to Build and Present Knowledge		
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	REMOVE	Combined with 9-10
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches	REMOVE	Combined with 9-10

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.		

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics").
  b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S.
	REMOVE	Combined with 9-10

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and other texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").		
Range of Writing		
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	REMOVE	Combined with 9-10

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 322

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING (9-12)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.		
CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		
CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		
Presentation of Knowledge and Ideas		

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		
CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		
CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.		

SPEAKING AND LISTENING STANDARDS 9-12

The following standards for grades 6-12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

SPEAKING AND LISTENING STANDARDS - GRADE 9-10 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		Possible add to the interconnected writing or reading standard. Incorporate during vertical alignment sessions. Receptive (Reading and Listening) and Expressive (Writing and Speaking) Educators should have skills and supports to be able to utilize text and oral skills
SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned	Rewrite: **SL.9-12.1** Initiate and participate effectively in collaborative discussions on a wide range of topics, sources of information, and issues, building on others' ideas and expressing their own clearly and persuasively with the use of evidence. **SL.9-12.1** Initiate and participate effectively in collaborative discussions on a wide range of topics, sources of information, and issues, building on others' ideas and expressing their own clearly and persuasively with the use of evidence.	Combine 9-10 and 11-12 Substandards (a., b.,c., d.) are more appropriate in the supplementary document. Sources of information includes text, video, memes, etc. (in response to digital availability) Source examples to be added to a supplemental document. Add "with the use of evidence" after persuasively. (We recommend this change to maintain the language of the previous grade levels.)

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.		Discussion: Hyperlinks from standard to supplementary material. Part of appendix versus separate documents (people don't always go to separate documents or use them.) Standards are more interactive to users. Including definition, styles, etc. similar to FL structure and resource connection. Student samples would be very beneficial to educators. Especially as there are grade level content limits and expectations (freshman discussion vs. senior/ adult discussion) Clarify diverse is different individuals and thought, not necessarily based on student identity. But the language itself is political and best to remove. Also limiting in smaller schools class. Clarify discussion types ((one-on- one, in groups, and teacher-led)

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Rewrite: **SL.9-12.2** Integrate multiple sources of information presented in various media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL.9-12.2** Integrate multiple sources of information presented in various media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Combine 9-10 and 11-12 Recognize SL and writing are interconnected. Discussion: Since Common Core was developed around the College and Career anchor standards, there is concern regarding structure and redundancy.
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Rewrite: **SL.9-12.3** Analyze and evaluate a speaker's point of view or purpose in which the rhetoric is particularly effective. Consider their word choice, use of reasoning and logic, links among ideas and how they are developed, points of emphasis, and tone. **SL.9-12.3** Analyze and evaluate a speaker's point of view or purpose in which the rhetoric is particularly effective. Consider their word choice, use of reasoning and logic, links among ideas and how they are developed, points of emphasis, and tone.	Discussion regarding organizational structure with the anchor college and career standards. It is limiting to the redevelop and redesign for ID standards. "why do we need both?" Written text and speaking have similar skills. Receptive language (reading and listening) Expressive Language (writing and speaking) composition vs. communication at the collegiate level. Some schools have a separate speech/debate class. Will schools have that option? Will rural schools be able to

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		do that separately? does that go into local control? Define and give multiple examples of rhetoric. Evaluation does crosscut reading and listening as well as writing and speaking Suggestion to rewrite Reading and Writing standards to incorporate Listening and Speaking Combined 9-10 and 11-12
Presentation of Knowledge and Ideas		
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Rewrite: **SL.9-12.4** Orally present information effectively. Consider alternative or opposing perspectives, organization, development, purpose, audience, and style. **SL.9-12.4** Orally present information effectively. Consider alternative or opposing perspectives, organization, development, purpose, audience, and style.	Combine 9-10 and 11-12 Consideration of integration into writing (expressive) standards **reorganize not aligned to anchor standards Not limited to presentation or formal speech. Includes conversation This is one of the places where the specifics in K-8 feels very different than the concise standard in 9-12. We need to make a decision on which way we want to go.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Rewrite: **SL.9-12.5** Strategically integrate multiple media strategically in presentations to enhance understanding. **SL.9-12.5** Strategically integrate multiple medias strategically in presentations to enhance understanding.	Combine with 11-12 Define or give examples of types of digital media (SAMR training and support may be necessary). will be limiting as certain technologies may or may not be available or change over time.
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	Rewrite: **SL.9-12.6** Adapt speech to a wide range of contexts and tasks. **SL.9-12.6** Adapt speech to a wide variety of contexts and tasks.	Combine 9-10/ 11-12 Pulling out formal vs informal is unnecessary.

SPEAKING AND LISTENING STANDARDS – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Comprehension and Collaboration		
SL.11-12.1 Initiate and participate effectively in a range of collaborative	REMOVE	Combined in 9-10

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 329

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision

discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
  c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 330

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.		
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	REMOVE	Combined in 9-10
SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word	REMOVE	Combined in 9-10

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
choice, points of emphasis, and tone used.		
Presentation of Knowledge and Ideas		
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	REMOVE	Combined in 9-10
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	REMOVE	Combined in 9-10
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-	REMOVE	Combined in 9-10

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
12 Language standards 1 and 3 for specific expectations.)		

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE (9-12)

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) Anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 333

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Knowledge of Language		
CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Vocabulary Acquisition and Use		
CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing,	Rewrite: **CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking,	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. **CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge ~~when~~	

LANGUAGE STANDARDS – GRADE 9-10 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.*	Rewrite: **L.9-12.1** Demonstrate effective use of standard English grammar and usage when writing or speaking. Consider the use of parallel structure,	Combined 9-10 and 11-12 Language Progression chart available that is valuable to vertical alignment (mastered, reviewed) helpful in

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 335

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	various types of phrases and clauses, and resolve issues by consulting references. **L.9-12.1** Demonstrate effective use of standard English grammar and usage when writing or speaking. Consider the use of parallel structure, various types of phrases and clauses, and resolve issues by consulting references.	developing grade level content limits and common language for student. Move substandards(a.,b. to guide) Attach references and resources as hyperlinks to revised/updated standards. Discussion: has there been enough time or emphasis devoted to these set of standards? There is an expectation of students coming to the HS with a depth of knowledge that is not consistent. Many teachers have to remediate. How do these standards become as equal and important? is it moving though a restructuring and placing it first in a sequence? Is it though the reduction of standards that allows educators to have time to include? Educators need resources in ways to incorporate, combine and make it routine and consistent.
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Rewrite: **L.9-12.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Combine 9-10 and 11-12 the use of hyphens, colons, and semicolons.

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 336

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. a. Spell correctly.	a. Use hyphenation conventions. b. Spell correctly, consulting references as needed. **L.9-12.2** Demonstrate effective use of capitalization, punctuation, and spelling according to the rules of standard English. ~~Demonstrate effective use of capitalization, punctuation, and spelling according to the rules of standard English.~~	Emphasis on BICS vs CALP support for educators Move substandards (a., b., and c.) to support document c. Oxford comma use is based on type of audience/ writing style.
Knowledge of Language		
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	REMOVE	This removed because of redundancy and the 9-12 group felt it was represented in other standards. The 9-12 group might need to reconsider this, or the K-8 groups might take a look at whether this standard is already taken care of in other standards. (Note from 9-12 subgroup rationale: Discussion: due to the structure of the anchor standards, these detailed standards are redundant and found in

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
		reading and writing standards. Included in updated writing standards)
Vocabulary Acquisition and Use		

L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries,
	REMOVE	This removed because of redundancy and the 9-12 group felt it was represented in other standards. The 9-12 group might need to reconsider this, or the K-8 groups might take a look at whether this standard is already taken care of in other standards.
		
		Discussion: due to the structure of the anchor standards, these detailed standards are redundant and found in reading and writing standards
		
		Possibly remove as it is part of the revised reading standards (4th)
		
		Substandards (a., d.) need to be moved to a supplementary document with the aligned reading standard.
		
		  d. And c. to be included with former .6

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 338

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. 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).		

L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
  b. Analyze nuances in the meaning of words with similar denotations.
	REMOVE	Discussion: due to the structure of the anchor standards, these detailed standards are redundant and found in reading and writing standards
		
		Redundant with reading standard 4

L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and	Rewrite: **L.9-12.6** Acquire and use accurately general academic and content-specific words and phrases. Consider consulting reference	Combine 9-10 and 11-12 Domain < content. Content-specific is more universally known

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	materials to find the pronunciation of a word or to clarify **L.9-12.6** Acquire and use accurately general academic and content-specific words and phrases Consider consulting reference materials to find the pronunciation of a word or to clarify	Vocabulary acquisition is not specifically called out in the reading standards (found specifically in Foundational Reading K-5) Include in supplemental document substandards from 4. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). a. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

LANGUAGE STANDARDS – GRADE 11-12 STUDENTS:

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Conventions of Standard English		

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
  b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
	REMOVE	

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  a. Use hyphenation conventions.
  b. Spell correctly.
	REMOVE	

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
Knowledge of Language		
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	REMOVE	
Vocabulary Acquisition and Use		
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a	REMOVE	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 342

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. 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).		
L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context	REMOVE	

CREATED 10/02/2020 EDITED 12/07/2020

Detailed Proposed Revisions of the 2017 Idaho Contrent Standards in English Language Arts/Litercy
Content and Curriculum / SDE / 343

2017 Standard	Proposed revision Revisions are in red text.	Rationale for revision
and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.		
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	REMOVE	

CREATED 10/02/2020 EDITED 12/07/2020   Detailed Proposed Revisions of the 2017 Idaho Content Standards in English Language Arts/Litercy

Content and Curriculum / SDE / 344