

Idaho Content Standards English Language Arts/ Literacy

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IDAHO STATE DEPARTMENT OF EDUCATION
CONTENT AND CURRICULUM | ENGLISH LANGUAGE ARTS/LITERACY

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Introduction

Idaho's education system should ensure that students are fully prepared for college and a career in the 21st century upon graduation. Idaho's education system should also ensure that students are prepared to be civically engaged and knowledgeable adults who make positive contributions to their communities. Nothing could be more vital for our state's future.

To reach this goal, Idaho has revised its former English language arts standards. Throughout this year-long process of reviewing, rethinking, and ultimately rewriting our standards, the Idaho Department of Education engaged numerous stakeholders in a multi-layered process. In recent years Idaho teachers, schools, and districts have worked together to improve English language arts education throughout the state. Revisions in this document respond to the practical wisdom gleaned from their efforts and the interests of parents who have a legitimate say in what their children learn.

High-quality academic standards are the foundation of a well-functioning educational system—driving both the instructional materials used in our schools and the assessments we ask students to take. With these new and improved standards, Idaho builds on its past strengths and also learns from a body of experience with college and career ready standards within Idaho and around the country. We have sought to make our standards the best in the nation and lay the foundation for higher quality textbooks, more streamlined tests, and—ultimately—generations of high school graduates fully capable of discharging the responsibilities associated with United States citizenship.

Idaho's Standards for English Language Arts are built on the following premises:

- Standards should be understandable to all stakeholders, free of jargon and "how to," with wording focused on the learning goal.
- Standards should reflect the fact that English Language Arts is not merely a collection of discrete skills and strategies but a powerful discipline with consequential content to teach and learn.
- Standards in the distinct strands should not serve as isolated areas of instruction; they are designed to be joined purposely for deep and relevant learning.

Idaho's Standards for English Language Arts prioritize the following content:

Foundational Reading Skills

Idaho's standards emphasize explicit, systematic approaches to teaching phonemic awareness, phonics, and fluency as the foundation of literacy in the early grades. Decoding and fluency are essential to creating proficient readers. Findings in multiple studies reinforce the centrality of solid foundational reading skills to students' reading comprehension and broader literacy abilities. The seminal National Reading Panel's review two decades ago is chief among the works testifying to the strength of the evidence for specific early reading practices. When decoding words becomes rapid, automatic, and effortless, a reader's working memory is freed to focus on the meaning of the reading and growing knowledge. The most frequent performance breakdowns for students struggling with reading generally stem from inadequate practice with foundational reading skills or scarce opportunities to gain fluency with grade-level texts – both relatively straightforward to reinforce. Idaho's standards do this by requiring fluency practice through grade 12.

Building Knowledge

Idaho's standards place a premium on students gathering, evaluating, and synthesizing information and data to build their knowledge of the world. Research is emphatic that reading ability and knowledge about the world

(and the words used to describe it) are tightly connected. More than a quarter century of research supports the importance of general knowledge to reading comprehension. Knowledge of the topic has been shown to have a more significant impact on reading comprehension than students' generalized reading ability (Recht & Leslie, 1988). We cannot think deeply, productively, or critically about a matter if we have little foundational knowledge of it. Thus, the key to developing critical thinking skills in our students is to increase their knowledge about a breadth of subjects by reading rich and related texts on various topics. In addition to a research standard, and in response to the substantial research base on the importance of knowledge to students' ability to read well and at high levels, there are two standards—one resides in the Reading Comprehension strand and the other in the Research strand—dedicated to students reading a volume of texts on conceptually related topics. Reading comprehension develops as students engage with resonant and rewarding literary and nonfiction text selections where knowledge acquisition is the primary rationale for reading, starting at the earliest grades to allow knowledge to build upon knowledge.

Comprehending Grade-Level Complex Texts

Idaho's standards are specific about the complexity of texts students ought to be reading. Why do college- and career-ready standards include definitions of text complexity? Students encountering appropriately complex texts at each grade level develop the mature language skills and the conceptual knowledge they need for success in school and life. Research shows that rather than the skills or strategies captured in the verbs used in standards, the complexity of the text is the element that most differentiates performance on reading tests (ACT, 2006). Therefore, the standards include a definition of quantitative bands of complexity so that teachers and students have clarity about what level of texts students should regularly read in class—that is, which literary and nonfiction texts qualify as “grade-level.”

Valuing Text Evidence

Idaho's standards accurately reflect the demand that students draw evidence from texts to support their claims and conclusions—both orally and in writing—about the texts they are reading and what is happening in them. Research shows that reading “thoughtfully and critically and produc[ing] evidence” is one of the most effective ways to lead students to “make connections to related topics” and “synthesize information” (ICAS, 2002, p. 16). Thus, for students to grow their knowledge from what they read and research, text evidence has a central and recurring presence in the standards. Whatever they are reading, students must be able to show a steadily growing ability to discern more from and make fuller use of text. Students must be able to make an increasing number of connections among ideas and between texts; consider a wider range of textual evidence; and become more sensitive to inconsistencies, ambiguities, and flawed reasoning in texts.

Organization and Substance of Key Aspects of the Standards

Idaho's standards are organized into seven strands and written so that reading, writing, and oral communications standards progress together. Students are expected to use the texts they read in their writing and discussions. The strands are:

- Foundational Reading Skills
- Reading Comprehension
- Vocabulary Development
- Research
- Writing
- Oral and Digital Communications

- Grammar and Conventions

Standards under the *Foundational Reading Skills Strand* describe how students become competent readers who can comprehend texts across a wide range of disciplines they will encounter in school and throughout their lives. Each aspect of foundational skills names a slice of the skills and knowledge students need to acquire and are organized under the sub-strands of Print Concepts, Phonemic Awareness, and Phonics and Decoding. Together they constitute what the brain needs to learn and do in order to read proficiently. The standards aim to ensure every Idaho student has an understanding and working knowledge of how spoken English is translated into print. Mastery of these components will culminate in students becoming fluent readers. The standards constitute a research and evidence-based scope and sequence for phonological awareness and phonics development, and a grounding in print and alphabet awareness, that should guide the development or adoption of an effective reading curriculum.

Standards under the *Reading Comprehension Strand* emphasize the sophistication of what students read and the skill with which they extract and wield evidence from texts. There are four overarching sub-strands—Text Complexity, Volume of Reading to Build Knowledge, Textual Evidence, and Reading Fluency—that work together with the grade-specific standards for Literature and Nonfiction Text (the other two sub-strands) to promote reading comprehension. The standards for Text Complexity outline a grade-by-grade sequence on increasing text complexity, from grade two to the college and career readiness level. The sub-strand of Volume of Reading to Build Knowledge focuses on growing students' trove of knowledge of the world from reading (or being read to from) volumes of texts at a range of complexity levels. The sub-strand for Textual Evidence conveys the belief that students should show a growing ability to discern more from and make fuller use of the ideas and concepts within texts. Whether done aloud or silently, fluent reading is another crucial component of students' reading comprehension and thus constitutes another sub-strand. Because texts increase in complexity across grades and genre, being fluent in one grade does not guarantee fluency in succeeding grades. Thus, as noted above, fluency practice is required through grade 12.

The standards in the *Vocabulary Development Strand* reflect the fact that researchers have closely tied vocabulary to reading comprehension for nearly a century. As Marilyn Adams says, "Words are not just words. They are the nexus—the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford" (2009, p. 180). Strong vocabularies allow students to engage and participate in career, civic, and life pursuits more fully. To use language with precision requires, at the most fundamental level, a command of words. The sub-strand of Word Building asks students not merely to master the use of words in context but to familiarize themselves with how word meaning is constructed from roots and affixes. From using resources to research the multiple meanings of words to exploring nuances and shades of meaning, the standards guide students in developing their understanding and skill at deploying the right word to fit the right instance. The other sub-strand, Academic Vocabulary, expects students to grow and expand their vocabulary to incorporate both general academic and content-specific words so they can read with increasing confidence and write and speak with greater force and clarity.

Under the *Research Strand*, students conduct simple research to build their knowledge of the world and communicate their discoveries. The sub-strand of Inquiry Process to Build, Present, and Use Knowledge asks students to generate questions on topics of importance or interest. They gather, evaluate, and synthesize information and data from various sources and communicate that research to suit different audiences and purposes. Within a grade level, the sub-strand of Deep Reading on Topics to Build Knowledge argues that there should be an adequate number of titles on a given topic to allow students to study topics deeply for a sustained period. The knowledge children learn in earlier grade levels should then be expanded and developed in subsequent grade levels. That way, students grow their academic vocabulary and cultivate knowledge over time and with growing maturity levels about the natural and social world. Children in the early grades (particularly K–

2) will benefit from participating in rich, structured conversations in response to texts teachers read aloud. Together they can orally compare, contrast, and synthesize information in the manner called for by the standards. Children in the upper elementary grades and beyond will generally be expected to read texts independently and reflect on them in writing.

The standards under the *Writing Strand* and sub-strand of Range of Writing are designed to ensure students develop the flexibility to write for multiple purposes and audiences. All students can learn how to marshal textual evidence in the service of a skilled interpretation of what a text says directly or inferentially, and learning to do so is essential to students' futures. Researchers note that the task most associated with college-level work across the disciplines is "reading-to-write" (Flower et al., 1990, p. 4). College instructors are unanimous in citing the ability to identify, evaluate, and use evidence to support or challenge a thesis as one of the essential skills expected of incoming college students (Graham & Hebert, 2010; ICAS, 2002). The types of writing described in the standards are versatile and worth learning; mature writing often blends elements of more than one type. For example, an argument may include a reflection, an exposition might consist of a critique, or a short story may explain an idea. In addition, each type of writing is itself a broad category encompassing a balance of genres. For example, narrative writing could include narrative poems, short stories, and memoirs. Since research shows that writing about text(s) is one of the most powerful ways students can improve their reading comprehension and knowledge, writing to sources is a priority. Across all types of writing, students need to be able to reshape and polish pieces of writing and be facile with printing, cursive, and keyboarding, which constitutes the other sub-strand (Handwriting and Keyboarding).

The standards under the *Oral and Digital Communications Strand* include two sub-strands: Oral Communications and Digital Communications. The standards under those two sub-strands reflect the importance of verbal and visual communications in today's society. They illustrate the priority given to working collaboratively in diverse groups and organizational settings and the need to be able to decipher oral and digital communications for their explicit and implicit messages. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have elevated the role of digital communications. To fully participate in civic life in our technological society, students need the ability to gather, comprehend, and evaluate information and ideas delivered through oral and digital media. The Oral and Digital Communications standards lay out a progression of competencies in which students develop the ability to listen carefully and express ideas; integrate information from oral, visual, quantitative, and digital sources; and critically evaluate what they hear and see to become more informed, reflective, and engaged participants in society.

The standards under the *Grammar and Conventions Strand* not only identify a steady progression toward student mastery of the rules and conventions of English grammar, but they also communicate that language is a matter of craft and informed choice among alternatives. To convey meaning effectively and build a foundation for writing with precision and clarity, students must learn about the mechanics of the English language and standard expectations for usage. Understanding conventions and grammar is not unimportant for reading; learning how to navigate poetry or prose on the page requires a grasp of how words are strung together and assembled into meaningful sentences. The competent and skillful use of conventions even impacts speaking and listening. They are the mark of an adept user of language. Students should also have a well-developed sense of when discourse calls for standard conventions and when other, more informal modes of communication may be more appropriate.

Coding Scheme

Foundational Reading Skills: FR Print Concepts: PC Phonemic Awareness: PA Phonics and Decoding: PH	Writing Strand: W Range of Writing: RW Handwriting and Keyboarding: HWK
Reading Comprehension: RC Text Complexity: TC Volume of Reading to Build Knowledge: V Textual Evidence: TE Reading Fluency: RF Literature: L Nonfiction Text: NF	Oral and Digital Communications Strand: ODC Oral Communications : OC Digital Communications : DC
Vocabulary Development Strand: VD Word Building: WB Academic Vocabulary: AV	Grammar and Conventions Strand: GC Grammar and Usage: GU Mechanics: M
Research Strand: RS Inquiry Process to Build, Present, and Use Knowledge: IP Deep Reading on Topics to Build Knowledge: DR	

We express our sincere thanks to all educators and members of the public who contributed to this vital effort. In particular, we thank the many individuals who served on the standards review committees to represent Idaho’s teachers and students.

Kindergarten

Foundational Reading Skills Strand

K.FR-

Print Concepts (PC)

1. Demonstrate understanding of the basic features of print.
 - 1a. Locate a printed word on a page.
 - 1b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - 1c. Know that print (not pictures) is what we read, and text holds meaning.
 - 1d. Follow words from left to right with return sweep at the end of each line.
 - 1e. Read left to right, top to bottom, and page by page.
 - 1f. Understand that words are separated by spaces in print.
 - 1g. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
 - 1h. Identify and name all upper- and lowercase letters of the alphabet.

Phonemic Awareness (PA)

2. Demonstrate understanding of spoken words, syllables, and sounds.
 - 2a. Identify and produce rhyming words.
 - 2b. Count, pronounce, blend, delete, and segment syllables in spoken words.
 - 2c. Blend and segment onsets and rimes of single-syllable spoken words.
 - 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken three-phoneme (consonant-vowel-consonant, or CVC) words and say the resulting word (Note: This does not include CVCs ending with /l/, /r/, or /x/.)
 - 2e. Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Decoding (PH)

3. Use knowledge of grade-level phonics and word analysis skills in decoding words.
 - 3a. Demonstrate knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant letter.
 - 3b. Associate the long and short sounds for the five major vowel letters.
 - 3c. Read common high-frequency words with automaticity by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
 - 3d. Distinguish between similarly spelled CVC words by identifying the sounds of the letters that differ.

Reading Comprehension Strand		K.RC-
Text Complexity (TC)		
1. <i>(Text Complexity begins in grade 2.)</i>		
Volume of Reading to Build Knowledge (V)		
2. Regularly engage in listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.		
Textual Evidence (TE)		
3. Ask and answer questions about key details in texts heard.		
Reading Fluency (RF)		
4. Read emergent-reader texts (e.g., rhymes, songs, simple poems) with purpose and understanding.		
Literature (L)		
5. With support, use evidence from literature read aloud to demonstrate understanding of grade-level texts.		
5a. Retell key details of familiar stories, poems, and nursery rhymes heard.		
5b. Describe the connection between characters, settings, and major events in stories heard.		
5c. Identify the front cover, back cover, and title page of stories.		
5d. Define the roles of authors and illustrators in presenting the ideas or information in stories.		
5e. Compare and contrast the adventures or experiences of characters in familiar stories heard.		
Nonfiction Text (NF)		
6. With support, use evidence from nonfiction works read aloud to demonstrate of grade-level texts.		
6a. Retell key details of texts heard.		
6b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard.		
6c. Identify the front cover, back cover, and title page of nonfiction texts.		
6d. Identify the reasons authors give to support points in texts heard.		
6e. Identify basic similarities in and differences between two texts heard on the same topic.		

Vocabulary Development Strand		K.VD-
Word Building (WB)		
1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		
1a. Ask and answer questions about unknown words in a text.		

<p>1b. Identify new meanings for familiar words and apply them accurately (e.g., discovering the verb “roll” is also a noun).</p> <p>2. With support, explore word relationships and nuances in word meanings.</p> <p>2a. Sort common objects into categories (e.g., foods, size) to gain a sense of the concepts the categories represent.</p> <p>2b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.</p> <p>2c. Distinguish shades of meaning among verbs describing the general action (e.g., <i>walk, march, strut, prance</i>).</p> <p>2d. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>
Academic Vocabulary (AV)
3. With support, use words and phrases acquired through conversations, reading, and listening to texts.

Research Strand	K.RS-
Inquiry Process to Build, Present, and Use Knowledge (IP)	
1. (<i>Inquiry process begins in grade 1.</i>)	
Deep Reading on Topics to Build Knowledge (DR)	
2. Listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	

Writing Strand	K.W-
Range of Writing (RW)	
1. Routinely write or dictate writing for a range of tasks, purposes, and audiences.	
Handwriting and Keyboarding (HWK)	
2. Print all uppercase and lowercase letters of the alphabet. Write left to right and top to bottom with appropriate spaces between letters.	
3. (<i>Keyboarding skills begin in grade 3.</i>)	

Oral and Digital Communications Strand	K.ODC-
Oral Communications (OC)	
1. Engage in collaborative discussions about <i>grade-level topics and texts</i> with peers by following agreed upon rules for discussions; listening to others and taking turns speaking through at least two exchanges.	

2. With support, confirm understanding of a text read aloud or information presented orally by asking and answering questions.
3. With support, ask and answer questions to seek help, get information, or clarify something that is not understood.
4. Describe familiar people, places, things, and events with support.

Digital Communications (DC)

5. (*Digital Communications begin in grade 3.*)

Grammar and Conventions Strand

K.GC-

Grammar and Usage (GU)

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.
 - 1a. Form regular plural nouns orally by adding 's' or 'es' sound.
 - 1b. Use interrogatives to ask questions in full sentences (e.g., *who, what, where, when, why, how*).
 - 1c. Use frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - 1d. Produce and expand complete sentences in shared language activities.

Mechanics (M)

2. Recognize and name end punctuation.
3. Spell words phonetically, drawing on knowledge of sound-letter relationships.

Grade 1

*Note: Print Concepts, standard 1, is found only in kindergarten. Reading Fluency standards run K–12 and are contained within standard 4, Reading Comprehension.

Foundational Reading Skills Strand	
	1.FR-
Phonemic Awareness (PA)	
2. Demonstrate understanding of spoken words, syllables, and sounds.	
2a. Distinguish long from short vowel sounds in spoken single-syllable words.	
2b. Orally produce single-syllable words by blending sounds, including consonant blends.	
2c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.	
2d. Delete initial and final sounds in spoken single syllable words and say the resulting word.	
2e. Segment and blend sequences of individual sounds in spoken single-syllable words.	
Phonics and Decoding (PH)	
3. Use knowledge of grade-level phonics and word analysis skills in decoding words.	
3a. Know the spelling-sound correspondences for common consonant digraphs.	
3b. Decode regularly spelled one-syllable words.	
3c. Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe).	
3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	
3e. Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation.	
3f. Decode two-syllable words following basic patterns by breaking the words into syllables.	
3g. Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est).	
3h. Recognize and read grade-appropriate irregularly spelled words (e.g., <i>what, said, have</i>).	
Reading Comprehension Strand	
	1.RC-
Text Complexity (TC)	
1. (<i>Text complexity begins in grade 2.</i>)	
Volume of Reading to Build Knowledge (V)	
2. Regularly engage in reading and listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.	
Textual Evidence (TE)	

3. Ask and answer questions about key details in texts heard or read.

Reading Fluency (RF)

4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings ([see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference](#)).

Literature (L)

5. Use evidence from literature to demonstrate understanding of grade-level texts.

5a. Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read, demonstrating understanding of their central messages or morals.

5b. Describe the connection between characters, settings, and major events in stories heard, using key details.

5c. Describe major differences between books that tell stories and books that give information.

5d. Describe who is telling stories heard or read at various points in texts.

5e. Compare and contrast the adventures or experiences of characters in stories heard.

Nonfiction Text (NF)

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

6a. Retell key details of texts that demonstrate understanding of the main topics of texts heard or read.

6b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard or read.

6c. Know and use various text features (e.g., table of contents, headings, glossaries, icons, index) to locate information in a text.

6d. Identify the reasons authors give to support points in texts heard or read.

6e. Identify basic similarities in and differences between two texts heard or read on the same topic.

Vocabulary Development Strand

1.VD-

Word Building (WB)

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade-level reading and content*, choosing flexibly from an array of strategies:

1a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1b. Use sentence-level context as a clue to the meaning of a word or phrase.

1c. Use frequently occurring affixes (e.g., re-, un- pre-, -ful, -less) as clues to the nuance they add to known words.

1d. Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es).

1e. Identify frequently encountered root words (e.g., *help*) and use the roots as clues to the meaning of the full word (e.g., *helper*, *helpful*).

<p>1f. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>playpen, penpal</i>).</p> <p>2. With support, explore word relationships and nuances in word meanings.</p> <p>2a. Sort words into categories (e.g., <i>tools, pets</i>) and define those words by one or more key attributes (e.g., a <i>saw</i> is a tool that cuts; a <i>goldfish</i> is a pet that lives in water).</p> <p>2b. Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms.</p> <p>2c. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, stroll, strut, prance</i>) by acting out the meanings.</p> <p>2d. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>
Academic Vocabulary (AV)
<p>3. With support as needed, acquire and use general academic and content-specific words gained through conversations, reading, and listening to texts.</p>

Research Strand	1.RS-
Inquiry Process to Build, Present, and Use Knowledge (IP)	
<p>1. With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids.</p>	
Deep Reading on Topics to Build Knowledge (DR)	
<p>2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.</p>	

Writing Strand	1.W-
Range of Writing (RW)	
<p>1. Routinely write or dictate writing for a range of tasks, purposes, and audiences (e.g., expressing a view or preference, supplying some information about the topic, stories that recount an event or tell a story).</p>	
Handwriting and Keyboarding (HWK)	
<p>2. Print legibly and space words appropriately when writing a complete sentence.</p> <p>3. (<i>Keyboarding skills begin in grade 3.</i>)</p>	

Oral and Digital Communications Strand	1.ODC-
Oral Communications (OC)	
<p>1. Engage in collaborative Engage in collaborative discussions about <i>grade-level topics and texts</i> with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	
Digital Communications (DC)	
<p>5. (<i>Digital communications begins in grade 3.</i>)</p>	

**Note: Students advancing through the grades are expected to meet each year’s grade-specific Grammar and Conventions standards and retain or further develop skills and understandings mastered in preceding grades.*

Grammar and Conventions Strand	1.GC-
Grammar and Usage (GU)	
<p>1. Demonstrate command of the conventions English grammar and usage when writing and/or speaking.</p> <p style="padding-left: 20px;">1a. Use subject-verb agreement in simple sentences.</p> <p style="padding-left: 20px;">1b. Match single and plural nouns with matching verbs in simple sentences. (e.g., <i>He hops; We hop</i>).</p> <p style="padding-left: 20px;">1c. Form and use the simple verb tenses (past, present, and future) for regular verbs.</p> <p style="padding-left: 20px;">1d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p style="padding-left: 20px;">1e. Use frequently occurring adjectives.</p> <p style="padding-left: 20px;">1f. Use frequently occurring conjunctions to signal simple relationships (e.g., <i>and, but, or, so, because</i>).</p> <p style="padding-left: 20px;">1g. Use frequently occurring prepositions (e.g., <i>to, during, under, in, with, at</i>).</p> <p style="padding-left: 20px;">1h. Produce and expand complete sentences in response to prompts.</p>	
Mechanics (M)	
<p>2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p style="padding-left: 20px;">2a. Distinguish among declarative, exclamatory, and interrogative sentences, and use periods, exclamation marks, or question marks at the end of sentences when writing and reading text aloud.</p> <p style="padding-left: 20px;">2b. Use commas in dates and to separate single words in a series.</p>	

2c. Capitalize the first word in a sentence, the first letter of student's name, and the pronoun "I".

3. Use knowledge of spelling in writing.

3a. Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words.

3b. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Grade 2

*Note: *Print Concepts, standard 1, is found only in kindergarten. Reading Fluency standards run K–12 and are contained within standard 4, Reading Comprehension.*

Foundational Reading Skills Strand	2.FR-
Phonemic Awareness (PA)	
2. Demonstrate understanding of spoken words, syllables, and sounds. 2a. Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word “pat” and say the resulting word). 2b. Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words.	
Phonics and Decoding (PH)	
3. Use knowledge of grade-level phonics and word analysis skills in decoding words. 3a. Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud). 3b. Decode regularly spelled two-syllable words with long and short vowels. 3c. Decode words with common prefixes and suffixes (e.g., <i>un-</i> , <i>dis-</i> , <i>-ful</i> , <i>-less</i>). 3d. Identify words with inconsistent but common spelling-sound correspondences. 3e. Recognize and read grade-appropriate irregularly spelled words (e.g., <i>was</i> , <i>again</i> , <i>been</i>), including silent letter combinations.	
Reading Comprehension Strand	2.RC-
Text Complexity (TC)	
1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives, that exhibit complexity at the lower end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	
Volume of Reading to Build Knowledge (V)	
2. Regularly engage in reading and listening to a series of texts, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.	
Textual Evidence (TE)	
3. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in grade-level texts heard or read.	
Reading Fluency (RF)	

4. Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive readings ([see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference](#)).

Literature (L)

5. Use evidence from literature to demonstrate understanding grade-level texts.

5a. Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures heard or read.

5b. Describe how characters in stories heard or read respond to major events and challenges.

5c. Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story and the ending concludes the action.

5d. Identify different perspectives of characters in stories heard or read.

5e. Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures.

Nonfiction Text (NF)

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

6a. Identify the central idea of texts heard or read.

6b. Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts.

6c. Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces information and the ending sums up the information.

6d. Describe how authors use facts and reasons to support specific points in texts.

6e. Compare and contrast the most important points presented in two texts on the same topic.

Vocabulary Development Strand

2.VD-

Word Building (WB)

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies.

1a. Use sentence-level context as clues to the meaning of words or phrases.

1b. Determine the meaning of new words formed when known prefixes (e.g., *safe/unsafe*, *like/dislike*) and suffixes (e.g., *beauty/beautiful*, *light/lightness*) are added to a known word.

1c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *pain/painful*, *help/helpless*).

1d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *backpack*, *backyard*; *flashlight*, *lighthouse*).

1e. Use glossaries and beginning dictionaries, print or digital, to clarify the meaning of words and phrases.

2. Determine how words and phrases provide meaning and nuance to texts.

2a. Identify real-life connections between words and their use (e.g., describe weather that is *freezing* or *windy*).

2b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *hot*, *sizzling*, *blazing*).

2c. Describe how words and phrases (e.g., rhymes, alliteration) supply rhythm and meaning in a story, poem, or song.

Academic Vocabulary (AV)

3. Acquire and use general academic and content-specific words gained through conversations, and reading and listening to texts, including using adjectives and adverbs to describe situations with specificity (e.g., *When other kids are acting silly, that makes me feel giddy*). Use these words in discussions and writing.

Research Strand

2.RS-

Inquiry Process to Build, Present, and Use Knowledge (IP)

1. With support as needed, conduct short research tasks to take some action or make informal presentations by gathering information from experiences and provided sources (including read alouds), and organizing information using graphic organizers or other aids.

Deep Reading on Topics to Build Knowledge (DR)

2. Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

Writing Strand

2.W-

Range of Writing (RW)

1. Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences. This could include reflections, descriptions, letters, and poetry, etc.

2. Write arguments that express an opinion supported by details and reasons and provide a concluding sentence.

3. Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.

4. Write personal or fictional stories that recount a short sequence of events, include details to develop the characters or experiences, and provide sense of closure.

5. (*Employing clear and coherent organizational structures begins in grade 3.*)

6. With support from adults and peers, strengthen writing as needed by revising and editing.

Handwriting and Keyboarding (HWK)

7. Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.

8. With support, use keyboarding skills to produce and publish writing.

Oral and Digital Communications Strand

2.ODC-

Oral Communications (OC)

1. Engage in collaborative discussions about *grade-level topics and texts* with peers by gaining the floor in respectful ways, listening to others closely and building on others' ideas, and asking for clarification and further explanation to ensure understanding.

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3. Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue.

4. Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.

Digital Communications (DC)

5. (*Digital Communications begins in grade 3.*)

**Note: Students advancing through the grades are expected to meet each year's grade-specific Grammar and Conventions standards and retain or further develop skills and understandings mastered in preceding grades.*

Grammar and Conventions Strand

2.GC-

Grammar and Usage (GU)

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.

1a. Form and use the past tense of frequently occurring irregular verbs (e.g., *felt, told, went*).

1b. Use adjectives and adverbs and choose between them depending on what is to be modified.

1c. Form and use regular and frequently occurring irregular plural nouns (e.g., *men, teeth, fish*).

1d. Recognize that the names of things can also be the names of actions (*fish, dream, run*).

1e. Use reflexive pronouns (e.g., *yourself, herself*).

1f. Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.

1g. Produce and expand complete simple and compound sentences.

Mechanics (M)

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

- 2a.** Commas in greetings and closing of letters.
- 2b.** Apostrophes to form contractions and frequently occurring possessives.
- 2c.** Capitalize holidays, names, and places.
- 3.** Use knowledge of spelling in writing.
 - 3a.** Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
 - 3b.** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Grade 3

*Note: Print Concepts (standard 1) is found only in kindergarten; Phonemic Awareness (standard 2) is found only in kindergarten, grade 1, and grade 2. Reading Fluency standards run K–12 and are contained within standard 4, Reading Comprehension.

Foundational Reading Skills Strand	3.FR-
Phonics and Decoding (PH)	
<p>3. Use knowledge of grade-level phonics and word analysis skills to decode words.</p> <p>3a. Decode words when known affixes are added to a known word (e.g., <i>visit/revisit, appear/disappear, lead/mislead, care/careful</i>).</p> <p>3b. Decode words with common Greek and Latin roots (e.g., <i>trans, port, bio</i>).</p> <p>3c. Decode multisyllable words.</p> <p>3d. Read grade-appropriate irregularly spelled words (e.g., <i>come, friend, today</i>).</p>	
Reading Comprehension Strand	3.RC-
Text Complexity (TC)	
<p>1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)</p>	
Volume of Reading to Build Knowledge (V)	
<p>2. Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.</p>	
Textual Evidence (TE)	
<p>3. Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.</p>	
Reading Fluency (RF)	
<p>4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).</p>	
Literature (L)	
<p>5. Use evidence from literature to demonstrate understanding of grade-level texts.</p> <p>5a. Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme.</p> <p>5b. Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text.</p> <p>5c. Explain major structural differences between poems, plays, and prose.</p>	

5d. Explain the difference between a narrator’s point of view and various characters’ perspectives in stories.

5e. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Nonfiction Text (NF)

6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts.

6a. Describe key details from texts and explain how they support the central idea.

6b. Describe the relationship between a series of events, concepts, steps, or procedures in historical, scientific, or technical texts, using words that pertain to comparison, sequence, or cause/effect.

6c. Describe major structural differences between the organization of different informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).

6d. Explain the logical connection between particular facts and reasons in texts.

6e. Compare and contrast important points and key supporting details presented in two texts on the same topic.

Vocabulary Development Strand

3.VD-

Word Building (WB)

1. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade-level reading and content*, choosing flexibly from a range of strategies.

1a. Use sentence-level context as clues to the meaning of words or phrases.

1b. Determine the meaning of new words formed when known affixes are added to a known word (e.g., *expensive/inexpensive, lock/unlock, help/helpless, care/careless*).

1c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *transport, portable*).

1d. Use glossaries or beginning dictionaries, print or digital, to clarify the precise meaning of key words and phrases.

2. Determine how words and phrases provide meaning and nuance to grade-level texts.

2a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

2b. Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

Academic Vocabulary (AV)

3. Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., *She stood behind the door before she entered the room*). Use these words in discussions and writing.

exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.

Deep Reading on Topics to Build Knowledge (DR)

2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)

Writing Strand

8.W-

Range of Writing (RW)

1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.
2. Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented.
3. Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.
4. Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).
5. Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.
6. With support from adults and peers, 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 should demonstrate command of grade-level Grammar and Conventions.)

Handwriting and Keyboarding (HWK)

7. Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.

Oral and Digital Communications Strand

8.ODC-

Oral Communications (OC)

1. Engage in collaborative discussions about *grade-level topics and texts* with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one's views considering new evidence heard.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the intent (e.g., social, political, commercial) behind its presentation.
3. Analyze 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.
4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.

Digital Communications (DC)

5. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
6. Consider the evidence websites or blog posts use to support their position (e.g., *Are they transparent about their sources? Do they link to peer-reviewed articles?*).
7. Evaluate the advantages and disadvantages of using different mediums—print or digital text—to present a particular topic or idea.
8. Integrate digital displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**Note: Students advancing through the grades are expected to meet each year's grade-specific Grammar and Conventions standards and retain or further develop skills and understandings mastered in preceding grades.*

Grammar and Conventions Strand

8.GC-

Grammar and Usage (GU)

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.
 - 1a. Recognize and correct inappropriate shifts in verb voice and mood.
 - 1b. Form and use verbs in the indicative, imperative, interrogative, and conditional mood.
 - 1c. Form and use verbs in the active and passive voice to achieve particular effects.
 - 1d. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - 1e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.

1f. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Mechanics (M)

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

2a. Use commas, ellipsis, and dashes when writing and reading aloud to indicate a pause, break, or omission.

3. Spell derivatives correctly by applying knowledge of bases and affixes.

Grades 9/10

Reading Comprehension Strand	9/10.RC-
Text Complexity (TC)	
1. Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	
Volume of Reading to Build Knowledge (V)	
2. Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)	
Textual Evidence (TE)	
3. Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.	
Reading Fluency (RF)	
4. Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).	
Literature (L)	
5. Use evidence from literature to demonstrate understanding of grade-level texts. <ul style="list-style-type: none">5a. Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details.5b. Analyze how complex characters—those with multiple or conflicting motivations—develop over the course of texts, interact with other characters, and advance the plot.5c. Analyze how authors structure specific parts of a text, including the choice of where to begin and end a scene, and explain how they contribute to its overall structure and meaning.5d. Analyze points of view or cultural experiences that represent diverse voices and perspectives in works of literature.5e. Compare multiple interpretations of texts (including recorded or live production), evaluating how each version interprets the source text.	
Nonfiction Text (NF)	
6. Use evidence from nonfiction works to demonstrate understanding of grade-level texts. <ul style="list-style-type: none">6a. Analyze the development of central ideas over the course of texts, including how they emerge and are shaped and refined by specific details; provide accurate summaries of how key events or ideas develop.	

- 6b.** Explain how authors unfold an analysis or series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn among them.
- 6c.** Analyze how authors use structure to explain relationships among concepts in a text, including how key sentences, paragraphs, and sections of texts contribute to the whole.
- 6d.** Assess the argument and specific claims in texts, examining whether the reasoning is valid, the evidence is relevant, and whether there are any false or unsupported statements.
- 6e.** Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.

Vocabulary Development Strand

9/10.VD-

Word Building (WB)

- 1.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade-level content*, choosing flexibly from a range of strategies.
 - 1a.** Use context (e.g., the overall meaning of a sentence, paragraph, or portion of text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - 1b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *defend, defense, defendant, defensible*).
 - 1c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning, its part of speech, or its etymology.
 - 1d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- 2.** Determine how words and phrases provide meaning and nuance to texts.
 - 2a.** Use Greek, Latin, and Norse mythology, and other works often alluded to in American and world literature to understand the meaning of words or phrases (e.g., reference to “Achilles’s heel” from Greek mythology).
 - 2b.** Interpret figurative language (e.g., hyperbole, paradox) in context and analyze its role in texts (e.g., The Party’s embrace of the slogans “War is Peace” and “Freedom is Slavery” in Orwell’s *1984*).
 - 2c.** Analyze nuances in the meaning of words with similar denotations (e.g., *shrewd, clever, cunning, brainy*).
 - 2d.** Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how Jonathan Swift uses exaggeration to create his satirical essay “A Modest Proposal”).

Academic Vocabulary (AV)

- 3.** Acquire and use accurately general academic and content-specific words and phrases *occurring in grade-level reading and content*; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.

Research Strand	9/10.RS-
Inquiry Process to Build, Present, and Use Knowledge (IP)	
<p>1. Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which provide the most reliable and useful information; and following a standard approved format (e.g., <i>APA, MLA, Chicago</i>) for citations and bibliographies.</p>	
Deep Reading on Topics to Build Knowledge (DR)	
<p>2. Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>	

**Note: In grades 9/10, the focus is on informational text writing. While all three text types are important, the Idaho standards put particular emphasis on students' ability to convey information accurately in these grade levels. Of course, the standards leave the inclusion of writing arguments and narratives to teacher discretion.*

Writing Strand	9/10.W-
Range of Writing (RW)	
<p>1. Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p> <p>2. <i>(Argument writing is a priority in grades 11/12; teachers can include argument at their discretion.)</i></p> <p>3. Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience's knowledge of the topic; and provide a concluding section that follows from the information or explanation presented.</p> <p>4. <i>(Teachers can include narrative writing at their discretion.)</i></p> <p>5. Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre and in which ideas, concepts, and other information are logically grouped; include formatting and graphics to support the purpose and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text, create cohesion, and clarify the relationships between and among ideas and concepts.</p> <p>6. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p>	
Handwriting and Keyboarding (HWK)	

7. Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Oral and Digital Communications Strand

9/10.ODC-

Oral Communications (OC)

1. Engage in collaborative discussions about *grade-level topics and texts* with peers by setting rules for collegial discussions and decision-making, defining individual roles, tracking progress on specific goals; responding to others' questions and comments and diverse perspectives with precise evidence, relevant observations, and ideas; and making new connections considering the evidence and reasoning presented.
2. Analyze the effect of text and images on the reader's or viewer's emotions in print journalism, and images, sound, and text in electronic journalism, distinguishing techniques used in each to achieve these effects.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
4. Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.

Digital Communications (DC)

5. Manage personal data to maintain digital privacy and security and be conscious and aware of data-collection technology used to track and exploit navigation online.
6. Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source.
7. Analyze various accounts of a subject told in different media (e.g., a person's life story in print or digitally), determining which details are emphasized in each account.
8. Make strategic use of digital media presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Note: Students advancing through the grades are expected to meet each year's grade-specific Grammar and Conventions standards and retain or further develop skills and understandings mastered in preceding grades.*

Grammar and Conventions Strand

9/10.GC-

Grammar and Usage (GU)

1. Demonstrate command of the conventions of English grammar and usage when writing or speaking.
 - 1a. 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 action; expressing uncertainty or describing a state contrary to fact).
 - 1b. Use parallel structure.

1b. Use a variety of sentence structures, including compound and compound-complex sentences with effective coordination and subordination of ideas and parallel, repetitive, and analogous sentence structures.

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

1d. Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed.

1e. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation; and distinguish where informal discourse is more appropriate.

Mechanics (M)

2. Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.

2a. Reflect appropriate manuscript requirements in writing, including correct use of seriation (headings and subheadings).

3. Spell correctly, consulting reference materials to check as needed.

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