

WORKING DRAFT

Idaho Extended Content Standards Alignment in English/Language Arts/Literacy



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INTRODUCTION

All Idaho students, including students with disabilities, are required to participate in the Idaho Standards Achievement Test (ISAT). Students with disabilities can participate in the ISAT in one of three ways. They may take the ISAT without accommodations, the ISAT with accommodations, or the Idaho Alternate Assessment (IDAA). The IDAA is available to students with the most significant cognitive impairments (SCI), representing about 1.0% of the total student population. Student with SCI must meet four participation criteria to qualify for the IDAA, as determined by the Individualized Education Program (IEP) team. The Idaho Extended Content Standards (ECS) serve as instructional standards for students who qualify for the IDAA. The ECS are aligned with the Idaho Content Standards (ICS), but have been reduced in depth, breadth, and complexity.

The current ECS in English Language Arts/Literacy (ELA/L) were adopted in 2017. Between January and April 2023, they underwent a review to ensure appropriate alignment with the ICS. The alignment review also included an examination of appropriate reductions in depth, breadth, and complexity, as would be appropriate for students with the most SCI. Forty-six educational partners served on the alignment review committees for English Language Arts/Literacy, Mathematics, and Science representing parents, community members, general and special educators, and administrators.

DOCUMENT STRUCTURE

The structure of the current ECS has become obsolete because of organizational changes made to the ICS adopted in 2022. Therefore, the existing ECS document will be completely replaced. Described below are global changes that will not appear in this red-lined document, nor the proposed ECS document.

- The term Core Content Connectors (CCC), which was included in the title and used to refer to the individual standards in the current ECS, has been removed to mirror language in the ICS.
- The College and Career Readiness Anchors (CCRAs) have been removed because references to the CCRAs were removed from the 2022 Idaho Content Standards.
- The number convention for the proposed ECS has been revised to correspond with the numbering conventions used in the 2022 Idaho Content Standards, with “.ECS” added to the end of each standard number. At a minimum, the numbering convention for all retained and revised ECS has changed.
 - As mentioned above, the ECS do not cover the full breadth of the ICS. In other words, there are not as many ECS as there are ICS. In this document, you will notice ICS that do not have corresponding ECS as would be expected. In the proposed document, the numbering of the ECS will have gaps.

This document is intended to illustrate the process the committee followed to review the current ECS and propose revisions to alignment to the ICS and appropriate reductions to depth, breadth, and complexity. To illustrate the changes to the current ECS, the proposed revisions to the current ECS appear as follows:

- Retained text appears in black text.
- Deleted text appears in ~~red, strikethrough~~ text.
- Changed text appears in blue text. [not sure which blue color to use here.]

The proposed revisions to the current ECS are organized into tables with four columns with one row per standard, as illustrated below.

Table 1: Organization of Proposed Revisions to ECS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
This column contains the ICS	This column contains the current ECS. In some cases, there are several ECS for a single ICS.	This column contains the red-lined proposed revisions	This column contains the committee’s rationale for the proposed revisions.

ABBREVIATIONS

- CCC: Core Content Connectors
- CCRA: College and Career Readiness Anchor
- ECS: Idaho Extended Content Standards
- ELA/L: English Language Arts/Literacy
- ICS: Idaho Content Standards
- IDAA: Idaho Alternate Assessment
- IEP: Individualized Education Program
- ISAT: Idaho Standards Achievement Test
- SCI: Significant cognitive impairment

KINDERGARTEN ELA/LITERACY EXTENDED CONTENT STANDARDS

KINDERGARTEN FOUNDATIONAL READING SKILLS – FR

Kindergarten: Print Concepts (PC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.FR-PC.1 Demonstrate understanding of the basic features of print.</p> <p>a. Locate a printed word on a page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Know that print (not pictures) is what we read, and text holds meaning.</p> <p>d. Follow words from left to right with return sweep at the end of each line.</p> <p>e. Read left to right, top to bottom, and page by page.</p> <p>f. Understand that words are separated by spaces in print.</p> <p>g. Recognize the distinguishing features of a sentence (e.g., first</p>	<p>K.RWL.b2 Identify or name lowercase letters of the alphabet.</p> <p>K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.</p> <p>K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.</p> <p>K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p> <p>K.RI.b9 Recognize that words are separated by spaces in print.</p> <p>K.RL.b5 During shared reading activities, indicate need to turn the page for continued reading of a story/text.</p> <p>K.RL.b6 During shared reading activities, point to text: from top to</p>	<p>K.FR-PC.1.ECS Demonstrate understanding of the basic features of print.</p> <p>a. Locate a printed word on a page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Know that print (not pictures) is what we read, and text holds meaning.</p> <p>d. Follow words from left to right with return sweep at the end of each line.</p> <p>e. Read left to right, top to bottom, and page by page.</p> <p>f. Understand that words are separated by spaces in print.</p> <p>g. Recognize the distinguishing features of a sentence (e.g.,</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment. Removed repeated standards and combined two standards into a single sub standard</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>word, capitalization, ending punctuation).</p> <p>h. Identify and name all upper- and lowercase letters of the alphabet.</p>	<p>bottom of page, left to right, or to match a spoken "orally read" word to the written word.</p> <p>K.RL.b7 Identify familiar written words when spoken (e.g., Show me the word "Tony").</p> <p>K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p> <p>K.RL.b9 Recognize that words are separated by spaces in print.</p> <p>K.RWL.b1 Identify or name uppercase letters of the alphabet.</p>	<p>first word, capitalization, ending punctuation).</p> <p>h. Identify or name uppercase and lower letters of the alphabet.</p> <p>K.RI.b5 During shared reading activities, indicate need to turn the page for continued reading.</p> <p>K.RI.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to written word in an informational text.</p> <p>K.RI.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>K.RI.b9 Recognize that words are separated by spaces in print.</p> <p>K.RL.b5 During shared reading activities, indicate need to turn</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>the page for continued reading of a story/text.</p> <p>K.RL.b6 During shared reading activities, point to text: from top to bottom of page, left to right, or to match a spoken "orally read" word to the written word.</p> <p>K.RWL.b1 Identify familiar written words when spoken.</p> <p>K.RL.b8 Distinguish individual letters from words; distinguish letters from punctuation marks; and distinguish words from sentences.</p> <p>K.RL.b9 Recognize that words are separated by spaces in print.</p> <p>K.RWL.b2 Identify or name lowercase letters of the alphabet.</p>	

Kindergarten: Phonemic Awareness (PA)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.FR-PA.2 Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>a. Identify and produce rhyming words.</p> <p>b. Count, pronounce, blend, delete, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. 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/.)</p> <p>e. Add, substitute, and delete individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>K.RI.b7 Identify familiar written words when spoken.</p> <p>K.RWL.b8 Blend and segment syllables in spoken words.</p> <p>K.RWL.b10 Isolate initial sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p>K.RWL.b12 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>K.RWL.b5 Recognize rhyming words.</p> <p>K.RWL.b6 Produce rhyming words.</p> <p>K.RWL.b7 Count syllables in spoken words.</p> <p>K.RWL.b9 Blend and segment onsets and rhymes of single-syllable spoken words.</p> <p>K.RWL.b11 Isolate final sounds in consonant-vowel-consonant (CVC) words (not including blends).</p>	<p>K.FR-PA.2.ECS Identify familiar written words when spoken.</p> <p>c. Blend and segment onsets and rhymes of single syllable spoken words.</p> <p>d. Isolate initial and final sounds in consonant-vowel-consonant (CVC) words (not including blends).</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>K.RWL.b5 Recognize rhyming words.</p> <p>K.RWL.b6 Produce rhyming words.</p> <p>K.RWL.b7 Count syllables in spoken words.</p> <p>K.RWL.b8 Blend and segment syllables in spoken words.</p> <p>K.RWL.b10 Isolate final sounds in consonant vowel consonant (CVC) words (not including blends).</p>	<p>Some standards removed because Dr. Moats, the author of the Idaho Dyslexia Handbook, stated that rhyming and syllable counting is not mandatory for the mastery of phonemes. IEP goals centered on rhyming and syllable counting will reference Idaho Content Standards.</p>

Kindergarten: Phonics and Decoding (PH)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.FR-PH.3 Use knowledge of grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant letter.</p> <p>b. Associate the long and short sounds for the five major vowel letters.</p> <p>c. Read common high-frequency words with automaticity by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled CVC words by identifying the sounds of the letters that differ.</p>	<p>K.RWL.b3 Recognize the sound(s) for each letter.</p> <p>K.RWL.c1 Identify words with long and short vowel sounds for the five major vowel sounds.</p> <p>K.RWL.d1 Read common kindergarten high frequency words by sight.</p> <p>K.RWL.c2 Identify the sound that differs between two similarly spelled words.</p> <p>K.RWL.b4 Produce the sound(s) for each letter.</p> <p>K.WA.8 Write a letter or letters for consonant and short-vowel sounds (phonemes).</p>	<p>K.FR-PH.3.ECS Use knowledge of phonics and word analysis skills in decoding words.</p> <p>a. Recognize Identify and/or produce the sound(s) for each letter.</p> <p>b. Identify words with long and short vowel sounds for the five major vowel sounds.</p> <p>c. Read Identify common kindergarten high frequency words by sight.</p> <p>d. Distinguish between similarly spelled CVC words by identifying the sounds of the letters that differ.</p> <p>K.RWL.c2 Identify the sound that differs between two similarly spelled words.</p> <p>K.RWL.b4 Produce the sound(s) for each letter.</p> <p>K.WA.8 Write or identify a letter or letters for consonant and short-vowel sounds (phonemes).</p>	<p>We added the Idaho content standard because it is relevant. We then modified the extended content standard to be sub-standards that align with the new standard to encompass the needs of a variety of learners.</p>

KINDERGARTEN READING COMPREHENSION – RC

Kindergarten: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.RC-V.2 Regularly engage in listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.</p>	<p>K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"</p> <p>K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.</p> <p>K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</p> <p>K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</p> <p>K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed.</p>	<p>K.RC-V.2.ECS Regularly engage in listening to a series of texts related to the topics and themes being studied to build knowledge and vocabulary.</p> <p>K.HD.a1 Answer questions about reading such as "Why do we read? What do we read?"</p> <p>K.HD.b1 Choose narrative or informational text to read and reread, listen to, or view for leisure purposes.</p> <p>K.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</p> <p>K.HD.c2 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</p> <p>K.HD.c3 Engage in group reading of informational text by sharing something learned or something enjoyed.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p>

Kindergarten: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
K.RC-TE.3 Ask and answer questions about key details in texts heard.	K.RL.e2 With prompting and support, answer questions about key details in a story.	K.RC-TE.3.ECS With prompting and support, answer questions about key details in a story texts heard.	To align with content standard

Kindergarten: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
K.RC-RF.4 Read emergent-reader texts (e.g., rhymes, songs, simple poems) with purpose and understanding.	K.RWL.d2 Participate in reading emergent-reader texts.	K.RC-RF.4.ECS Participate in reading emergent-reader texts.	

Kindergarten: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.RC-L.5 With support, use evidence from literature read aloud to demonstrate understanding of grade-level texts.</p> <p>a. Retell key details of familiar stories, poems, and nursery rhymes heard.</p>	<p>K.HD.d2 With prompting and support, retell a favorite story, including key details.</p> <p>K.HD.e2 With prompting and support, identify illustrations to aid comprehension.</p> <p>K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.</p>	<p>K.RC-L.5.ECS With support, use evidence from literature read aloud to demonstrate understanding of instructional-level texts.</p> <p>a. Retell key details of familiar stories, poems, and nursery rhymes heard.</p> <p>b. Describe the connection between characters, settings,</p>	Current Idaho Content standard is broken into manageable pieces for students with significant cognitive impairments.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>b. Describe the connection between characters, settings, and major events in stories heard.</p> <p>c. Identify the front cover, back cover, and title page of stories.</p> <p>d. Define the roles of authors and illustrators in presenting the ideas or information in stories.</p> <p>e. Compare and contrast the adventures or experiences of characters in familiar stories heard.</p>	<p>K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>K.RI.g1 Identify the author's purpose in an informational text.</p> <p>K.RL.c1 With prompting and support, sequence a set of events in a familiar story.</p> <p>K.RL.c2 With prompting and support, identify the beginning, middle, and ending of a familiar story.</p> <p>K.RL.c3 With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).</p> <p>K.RL.c4 With prompting and support, define the role of the author.</p> <p>K.RL.c5 With prompting and support, identify the illustrator.</p> <p>K.RL.c6 With prompting and support, define the role of the illustrator.</p>	<p>and major events in stories heard.</p> <p>c. Identify the front cover, back cover, and title page of stories.</p> <p>d. Define the roles of authors and illustrators in presenting the ideas or information in stories.</p> <p>e. Compare and contrast the adventures or experiences of characters in familiar stories heard.</p> <p>K.HD.d2 With prompting and support, retell a favorite story, including key details.</p> <p>K.HD.e2 With prompting and support, identify illustrations to aid comprehension.</p> <p>K.RI.c1 Identify a labeled photo or diagram or graphic from within an informational text.</p> <p>K.RI.f2 With prompting and support, interpret the information provided in photos or diagrams or graphics and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>K.RL.c7 With prompting and support, identify the relationship between an illustration and the story.</p> <p>K.RL.d1 With prompting and support, identify characters in a story.</p> <p>K.RL.d2 With prompting and support, identify major events (e.g., problem or solution) in a story.</p> <p>K.RL.e1 Retell a familiar story (e.g., What was the story about?).</p> <p>K.RL.f1 With prompting and support, show how characters interacted in a story.</p> <p>K.RL.f2 With prompting and support, identify a setting in a story.</p> <p>K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.</p>	<p>K.RL.g1 Identify the author's purpose in an informational text.</p> <p>K.RL.c1 With prompting and support, sequence a set of events in a familiar story.</p> <p>K.RL.c2 With prompting and support, identify the beginning, middle, and ending of a familiar story.</p> <p>K.RL.c3 With prompting and support, identify the author of a familiar story (e.g., Show me the author, Show me who wrote the book).</p> <p>K.RL.c4 With prompting and support, define the role of the author.</p> <p>K.RL.c5 With prompting and support, identify the illustrator.</p> <p>K.RL.c6 With prompting and support, define the role of the illustrator.</p> <p>K.RL.c7 With prompting and support, identify the relationship between an illustration and the story.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>K.RL.d1 With prompting and support, identify characters in a story.</p> <p>K.RL.d2 With prompting and support, identify major events (e.g., problem or solution) in a story.</p> <p>K.RL.e1 Retell a familiar story (e.g., What was the story about?).</p> <p>K.RL.f1 With prompting and support, show how characters interacted in a story.</p> <p>K.RL.f2 With prompting and support, identify a setting in a story.</p> <p>K.RL.g2 With prompting and support, compare and contrast (i.e., find something the same and something different) between familiar stories.</p>	

Kindergarten: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.RC-NF.6 With support, use evidence from nonfiction works read aloud to demonstrate understanding of grade-level texts.</p> <p>a. Retell key details of texts heard.</p> <p>b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard.</p> <p>c. Identify the front cover, back cover, and title page of nonfiction texts.</p> <p>d. Identify the reasons authors give to support points in texts heard.</p> <p>e. Identify basic similarities in and differences between two texts heard on the same topic.</p>	<p>K.HD.d3 Discuss key details and main topic of a preferred text.</p> <p>K.RI.b2 Distinguish front of book from back of book.</p> <p>K.RI.b3 Identify the title of an informational text or the title page.</p> <p>K.RI.d1 With prompting and support, answer questions about key details in a text.</p> <p>K.RI.d2 With prompting and support identify the main topic.</p> <p>K.RI.d3 With prompting and support, retell/identify key details in a text.</p> <p>K.RI.f1 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.</p> <p>K.RI.g2 With prompting and support, identify the facts an author gives to support points in a text.</p> <p>K.RI.g3 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo</p>	<p>K.RC-NF.6.ECS With support, use evidence from nonfiction works read aloud to demonstrate understanding of grade-level texts.</p> <p>a. Retell key details of texts heard.</p> <p>b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard.</p> <p>c. Identify the front cover, back cover, and title page of nonfiction texts.</p> <p>d. Identify the reasons authors give to support points in texts heard.</p> <p>e. Identify basic similarities in and differences between two texts heard on the same topic.</p> <p>K.RC-NF.6.ECS Discuss key details and main topic of a preferred text.</p> <p>K.RC-NF.6.c.ECS Distinguish front of book from back of book.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>versus illustration of something not real).</p> <p>K.RL.b2 Distinguish front of book from back of book.</p> <p>K.RL.b3 Identify the title of a story or poem or the title page.</p>	<p>K.RC.NF.6.c.ECS Identify the title of an informational text or the title page. Identify the front cover, back cover, and title page of nonfiction texts.</p> <p>K.RC.NF.6.a.ECS With prompting and support, answer questions about key details in a text.</p> <p>K.RC.NF.6.a.ECS With prompting and support identify the main topic.</p> <p>K.RC.NF.6.a.ECS With prompting and support, retell/identify key details in a text.</p> <p>K.RC.NF.6.b.ECS With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information.</p> <p>K.RC.NF.6.d.ECS With prompting and support, identify the facts an author gives to support points in a text.</p> <p>K.RC.NF.6.e.ECS With prompting and support,</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photo versus illustration of something not real).</p> <p>K.RC.NF.6.c.ECS Distinguish front of book from back of book.</p> <p>K.RC.NF.6.c.ECS Identify the title of a story or poem or the title page.</p>	

KINDERGARTEN VOCABULARY DEVELOPMENT – VD

Kindergarten: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Ask and answer questions about unknown words in a text.</p> <p>b. Identify new meanings for familiar words and apply them</p>	<p>K.RWL.a1 Ask questions about unknown words in a text.</p> <p>K.RWL.a2 Answer questions about unknown words in a text.</p> <p>K.RWL.e1 Identify new meanings for familiar words.</p>	<p>K.VD-WB.1.ECS Determine or clarify the meaning of unknown words and phrases.</p> <p>a. Ask and answer questions about unknown words in a text.</p> <p>b. Identify new meanings for familiar words.</p> <p>K.RWL.a2 Answer questions about unknown words in a text.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
accurately (e.g., discovering the verb “roll” is also a noun).			
<p>K.VD-WB.2 With support, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., foods, size) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their synonyms and antonyms.</p> <p>c. Distinguish shades of meaning among verbs describing the general action (e.g., walk, march, strut, prance).</p> <p>d. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p>	<p>K.RWL.e2 With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p>K.RWL.e3 With guidance and support, match the opposites for frequently used verbs and adjectives.</p> <p>K.RWL.f1 With guidance and support, use newly acquired words in real-life context.</p>	<p>K.VD-WB.2.ECS With support, explore word relationships and word meanings.</p> <p>a. With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p> <p>b. With guidance and support, match the opposites for frequently used verbs and adjectives.</p> <p>d. With guidance and support, use newly acquired words in real-life context.</p>	Simplifies while maintaining rigor and aligns more closely to the standard.

Kindergarten: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.VD-AV.3 With support, use words and phrases acquired</p>	<p>K.WA.9 Use words and phrases acquired through conversations,</p>	<p>K.VD-AV.3.ECS With guidance and support, use words and phrases acquired through</p>	Simplifies while maintaining rigor and aligns more closely to the standard.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
through conversations, reading, and listening to texts.	reading and being read to, and responding to texts. K.RWL.f1 With guidance and support, use newly acquired words in real-life context.	conversations, reading and being read to, and responding to texts. K.RWL.f1 With guidance and support, use newly acquired words in real-life context.	

KINDERGARTEN RESEARCH – RS

Kindergarten: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
K.RS-DR.2 Listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.			

KINDERGARTEN WRITING – W

Kindergarten: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
K.W-RW.1 Routinely write or dictate writing for a range of tasks, purposes, and audiences.	K.HD.c4 Draw, dictate, and/or write about an event or linked events.	K.W-RW.1.ECS With guidance and support from adults, routinely write or dictate writing for a range of tasks, purposes, and audiences. recall	Current Idaho Content standard is appropriate for students with significant cognitive impairment.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>K.HD.d1 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.</p> <p>K.HD.g1 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</p> <p>K.HD.g2 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.</p> <p>K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.</p> <p>K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic, text, or stimulus (e.g., event, photo, etc.).</p>	<p>information from experience that relates to topic within text or answers question.</p> <p>K.HD.c4 Draw, dictate, and/or write about an event or linked events.</p> <p>K.HD.g1 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</p> <p>K.HD.g2 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.</p> <p>K.WI.a2 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>K.WI.b2 With prompting and support, create a permanent product (e.g., select/generate responses to form paragraph/essay) that contains a main topic and details about an informational topic.</p> <p>K.WI.c1 Use a combination of drawing, dictating, and/or writing in response to a topic,</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out).</p> <p>K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.</p> <p>K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.</p> <p>K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.WI.h1 Organize information on a topic that includes more than one piece of relevant content.</p> <p>K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</p>	<p>text, or stimulus (e.g., event, photo, etc.).</p> <p>K.WI.d1 Identify various sources (e.g., library books, magazines, Internet) that can be used to gather information or to answer questions (e.g., how do we find out).</p> <p>K.WI.d2 Use provided illustrations or visual displays to gain information on a topic.</p> <p>K.WI.d3 With guidance and support from adults, gather information from provided sources (e.g., highlight, quote or paraphrase from source) to answer a question.</p> <p>K.WI.d4 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>K.WI.h1 Organize information on a topic that includes more than one piece of relevant content.</p> <p>K.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text,</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).</p> <p>K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</p> <p>K.WL.d1 Write, dictate, or draw about an event in the order in which it occurred.</p> <p>K.WL.g1 With guidance and support, use feedback to strengthen narrative writing (e.g., elaborate on story elements).</p> <p>K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>K.WP.a2 Draw, dictate, or write an idea about a topic.</p> <p>K.WP.b1 State an opinion or preference about the topic.</p>	<p>drawings, visual displays, labels) to strengthen informational writing.</p> <p>K.WL.a1 Use a combination of drawing, dictating, and writing when generating story ideas in response to a topic, text, or stimulus (e.g., event, photo, text, daily writing log).</p> <p>K.WL.a2 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</p> <p>K.WL.d1 Write, dictate, or draw about an event in the order in which it occurred.</p> <p>K.WL.g1 With guidance and support, use feedback to strengthen narrative writing (e.g., elaborate on story elements).</p> <p>K.WP.a1 With guidance and support from adults, recall information from experiences to answer a question.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.</p> <p>K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.</p> <p>K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</p> <p>K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>K.WP.a2 Draw, dictate, or write an idea about a topic.</p> <p>K.WP.b1 State an opinion or preference about the topic.</p> <p>K.WP.e1 With guidance and support from adults, gather information from provided sources to answer a question.</p> <p>K.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest.</p> <p>K.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</p> <p>K.WA.1 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	

Kindergarten: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
K.W-HWK.2 Print all uppercase and lowercase letters of the alphabet. Write left to right and top to bottom with appropriate spaces between letters.	K.WA.3 Print many upper- and lowercase letters.	K.W-HWK.2.ECS Print many upper- and lowercase letters with support or tools as needed.	Multimodal examples of support include learning the letter strokes, hand over hand, keyboard, augmentative communication device, and/or using an appropriate writing tool.

KINDERGARTEN ORAL AND DIGITAL COMMUNICATIONS – ODC

Kindergarten: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
K.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for discussions; listening to others and taking turns speaking through at least two exchanges.	K.HD.c1 Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	K.ODC-OC.1.ECS With prompting and support , follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	Prompting and support examples may include visuals and social stories.
K.ODC-OC.2 With support, confirm understanding of a text read aloud or information presented orally by asking and answering questions.	K.HD.a2 With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not understood. K.HD.a3 Confirm understanding of a text read aloud or information	K.ODC-OC.2.ECS With prompting and support, confirm understanding of a text read aloud or information presented orally or through other media by requesting clarification if something is not	Modified to more closely align with ICS.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	presented orally or through other media by answering questions about key details.	understood by asking and answering questions. K.HD.a3 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details.	
K.ODC-OC.3 With support, ask and answer questions to seek help, get information, or clarify something that is not understood.	K.HD.e1 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	K.ODC-OC.3.ECS With support, a Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Added “with support” from the ICS.
K.ODC-OC.4 Describe familiar people, places, things, and events with support.	K.WI.a1 Describe familiar people, places, things, and/or events orally or in writing. K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events. K.WI.g1 Present orally or in writing, factual information of familiar people, places, things, and/or events.	K.ODC-OC.4.ECS With support, d Describe familiar people, places, things, and/or events orally or in writing. K.WI.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events. K.WI.g1 Present orally or in writing, factual information of familiar people, places, things, and/or events.	Added “with support” to be more appropriate. Removed additional standards for appropriate breadth.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing.</p> <p>K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.</p> <p>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</p> <p>K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing.</p>	<p>K.WL.a3 Describe familiar people, places, things, and/or events orally or in writing.</p> <p>K.WL.b1 With prompting and support, provide additional details to the description or drawings of familiar people, places, things, and/or events.</p> <p>K.WL.c1 Describe a single event or a series of events using drawings or simple sentences.</p> <p>K.WP.a3 Describe familiar people, places, things, and/or events orally or in writing.</p>	

KINDERGARTEN GRAMMAR AND CONVENTIONS – GC

Kindergarten: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Form regular plural nouns orally by adding ‘s’ or ‘es’ sound.</p> <p>b. Use interrogatives to ask questions in full sentences (e.g.,</p>	<p>K.WA.5 Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p> <p>K.WA.6 Complete sentences in a shared language activity.</p>	<p>K.GC-GU.1.ECS Demonstrate understanding of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>who, what, where, when, why, how).</p> <p>c. Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p> <p>d. Produce and expand complete sentences in shared language activities.</p>		<p>d. Complete sentences in a shared language activity.</p>	

Kindergarten: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>K.GC-M.2 Recognize and name end punctuation.</p>			
<p>K.GC-M.3 Spell words phonetically, drawing on knowledge of sound-letter relationships.</p>			

GRADE 1 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 1 FOUNDATIONAL READING SKILLS – FR

Grade 1: Phonemic Awareness (PA)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.FR-PA.2 Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds, including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.</p> <p>d. Delete initial and final sounds in spoken single syllable words and say the resulting word.</p> <p>e. Segment and blend sequences of individual sounds in spoken single-syllable words.</p>	<p>1.RWL.c6 Identify long or short vowel sounds in spoken single-syllable words.</p> <p>1.RWL.b7 Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>1.RWL.b8 Isolate and/or produce initial in consonant-vowel-consonant (CVC) words.</p> <p>1.RWL.b11 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.</p> <p>1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.</p>	<p>1.FR-PA.2.ECS Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>a. Identify long or short vowel sounds in spoken single-syllable words.</p> <p>b. Produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and/or produce initial, medial vowel, and final sounds in consonant-vowel-consonant (CVC) words.</p> <p>e. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>1.RWL.b9 Isolate and/or produce medial vowel sound in consonant-vowel-consonant (CVC) words.</p> <p>1.RWL.b10 Isolate and/or produce final sounds in consonant-vowel-consonant (CVC) words.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Grade 1: Phonics and Decoding (PH)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.FR-PH.3 Use knowledge of grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds (e.g., ai, ay, ee, ea, oa, and oe).</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Learn all the r-controlled vowel patterns (-ar, -er, -ir, -or, -ur) and recognize how they change short vowel recognition and pronunciation.</p> <p>f. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>g. Decode frequently encountered words with inflectional endings (e.g., -s, ed, -est).</p>	<p>1.RWL.c3 Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).</p> <p>1.RWL.c4 Decode regularly spelled CVC words.</p> <p>1.RWL.c5 Recognize silent e as the reason the vowel sound is a long vowel sound in a word.</p> <p>1.RWL.c7 Read or identify frequently occurring words with inflectional endings.</p> <p>1.RWL.d1 Recognize grade-appropriate irregularly spelled words.</p>	<p>1.FR-PH.3.ECS Use knowledge of phonics and word analysis skills in decoding words.</p> <p>a. Identify common consonant digraphs using their sound correspondence (e.g., write/state/select "ch" when sounded out).</p> <p>b. Decode regularly spelled CVC words.</p> <p>c. Recognize silent e as the reason the vowel sound is a long vowel sound in a word.</p> <p>g. Read or identify frequently occurring words with inflectional endings.</p> <p>h. Recognize grade-appropriate irregularly spelled words.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
h. Recognize and read grade-appropriate irregularly spelled words (e.g., what, said, have).			

GRADE 1 READING COMPREHENSION – RC

Grade 1: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
1.RC-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.			

Grade 1: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
1.RC-TE.3 Ask and answer questions about key details in texts heard or read.	<p>1.RI.d1 Answer questions about key details in a text read, read aloud, or viewed.</p> <p>1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).</p> <p>1.RL.d2 Ask questions about key details in a familiar story.</p>	<p>1.RC-TE.3.ECS Ask and answer questions about key details in a text read, read aloud, or viewed or heard (e.g., who, what, when, where, why).</p> <p>1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).</p> <p>1.RL.d2 Ask questions about key details in a familiar story.</p>	Combined the Idaho Extended Content sub-standards to better align with Idaho Content Standard.

Grade 1: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.RC-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).</p>	<p>1.RWL.d3 Read grade-level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</p> <p>1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts.</p>	<p>1.RC-RF.4.ECS Read grade-level instructional level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>1.HD.e1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions)</p> <p>1.RWL.d2 Identify grade-level words with accuracy and appropriate rate on successive attempts.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Grade 1: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p> <p>a. Retell the beginning, middle, and end of familiar stories (including fables and fairy tales) with key details heard or read,</p>	<p>1.RL.c3 Answer questions about the beginning, middle, and end of a story.</p> <p>1.RL.d3 Identify and/or describe the characters from a story.</p> <p>1.RL.g1 Identify the purpose of storybooks and informational text.</p>	<p>1.RC-L.5.ECS Use evidence from literature to demonstrate understanding of instructional-level texts.</p> <p>a. Answer questions about the beginning, middle, and end of a story.</p> <p>b. Identify and/or describe the characters, setting, major event</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>demonstrating understanding of their central messages or morals.</p> <p>b. Describe the connection between characters, settings, and major events in stories heard, using key details.</p> <p>c. Describe major differences between books that tell stories and books that give information.</p> <p>d. Describe who is telling stories heard or read at various points in texts.</p> <p>e. Compare and contrast the adventures or experiences of characters in stories heard.</p>	<p>1.RL.f1 Identify who is telling the story in a text.</p> <p>1.RL.g2 Compare and contrast (what is the same and what is different) the experiences of characters in stories.</p> <p>1.HD.b1 Choose informational and narrative text to read and reread, listen to, or view for leisure purposes.</p> <p>1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</p> <p>1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</p> <p>1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.</p> <p>1.HD.d4 Retell a favorite text, including key details.</p> <p>1.HD.g1 Read books to examine how certain genres are written.</p>	<p>(e.g. problem or solution), and key events from a story.</p> <p>c. Identify the purpose of storybooks and informational text.</p> <p>d. Identify who is telling the story in a text.</p> <p>e. Compare and contrast (what is the same and what is different) the experiences of characters in stories.</p> <p>1.HD.b1 Choose informational and narrative text to read and reread, listen to, or view for leisure purposes.</p> <p>1.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</p> <p>1.HD.c1 Engage in group reading of stories or poems by sharing something learned or something enjoyed.</p> <p>1.HD.c2 Engage in group reading of informational text by sharing something learned or something enjoyed.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story.</p> <p>1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.</p> <p>1.RL.e1 Answer questions regarding key events of stories.</p> <p>1.RL.e2 Use details to tell what happened in a story.</p> <p>1.RL.e3 Retell the sequence of events in a story.</p> <p>1.RL.f2 Identify and/or describe a setting in a story.</p> <p>1.RL.f3 Describe feelings of characters.</p>	<p>1.HD.d4 Retell a favorite text, including key details.</p> <p>1.HD.g1 Read books to examine how certain genres are written.</p> <p>1.RL.c4 Use signal words (e.g., first, next, after, before) and text details to describe events of a story.</p> <p>1.RL.d4 Identify and/or describe a major event (e.g., problem or solution) from a story.</p> <p>1.RL.e1 Answer questions regarding key events of stories.</p> <p>1.RL.e2 Use details to tell what happened in a story.</p> <p>1.RL.e3 Retell the sequence of events in a story.</p> <p>b. Identify and/or describe a setting in a story.</p> <p>1.RL.f3 Describe feelings of characters.</p>	

Grade 1: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. Retell key details of texts that demonstrate understanding of the main topics of texts heard or read.</p> <p>b. Describe the connection between two individuals, events, ideas, or pieces of information in texts heard or read.</p> <p>c. Know and use various text features (e.g., table of contents, headings, glossaries, icons, index) to locate information in a text.</p> <p>d. Identify the reasons authors give to support points in texts heard or read.</p> <p>e. Identify basic similarities in and differences between two texts heard or read on the same topic.</p>	<p>1.HD.d5 Discuss key details and main topic of a preferred text.</p> <p>1.RI.f1 Describe the connection between two individuals, events, or pieces of information in a text.</p> <p>1.RI.e2 Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.</p> <p>1.RI.g1 Identify the facts and details an author gives to support points in a text.</p> <p>1.RI.g2 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>1.HD.e2 Identify text features to aid comprehension.</p> <p>1.HD.e3 Use text features to aid comprehension.</p> <p>1.RI.d2 Identify the main topic of an informational text.</p> <p>1.RI.d3 Retell/identify key details in an informational text.</p>	<p>1.RC-NF.6.ECS Use evidence from nonfiction works to demonstrate understanding of instructional-level texts.</p> <p>a. Retell Discuss key details and main topic of a preferred text.</p> <p>b. Describe the connection between two individuals, events, or pieces of information in a text.</p> <p>c. Identify and use various text features (e.g., bold text, titles) to locate key facts or information in a text.</p> <p>d. Identify the facts and details an author gives to support points in a text.</p> <p>e. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>1.HD.e2 Identify text features to aid comprehension.</p> <p>1.HD.e3 Use text features to aid comprehension.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	1.RI.d2 Identify the main topic of an informational text. 1.RI.d3 Retell/identify key details in an informational text. 1.RI.f3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	

GRADE 1 VOCABULARY DEVELOPMENT – VD

Grade 1: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
1.VD-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: a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text. 1.RWL.e4 Use context within a sentence as a clue to the meaning of a word or phrase. 1.RWL.c8 Use frequently occurring affixes as a clue to the meaning of the word. 1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.	1.VD-WB.1.ECS Determine or clarify the meaning of unknown words and phrases, choosing flexibly from an array of strategies: a. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. b. Use context within a sentence with illustrations as a clue to the meaning of a word or phrase.	Current Idaho Content standard is appropriate for students with significant cognitive impairment. Simplifies while maintaining rigor and aligns more closely to the standard.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>b. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>c. Use frequently occurring affixes (e.g., re-, un-pre-, -ful, -less) as clues to the nuance they add to known words.</p> <p>d. Recognize and read frequently encountered words with inflectional endings (e.g., -d, -ed, -s, -es).</p> <p>e. 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> <p>f. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., playpen, penpal).</p>	<p>1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.)</p> <p>1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.</p>	<p>c. Use frequently occurring affixes as a clue to the meaning of the word.</p> <p>1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.</p> <p>1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.</p> <p>1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.</p>	
<p>1.VD-WB.2 With support, explore word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., tools, pets) and define those words by one or more key attributes (e.g., a saw is a tool that cuts; a goldfish is a pet that lives in water).</p>	<p>1.RWL.f1 With guidance and support, use newly acquired words in real-life context.</p> <p>1.RWL.e2 With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p>	<p>1.VD-WB.2.ECS With guidance and support, use newly acquired words in real-life context.</p> <p>a. With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>b. Demonstrate understanding of frequently occurring grade-level verbs and adjectives by relating them to their synonyms and antonyms.</p> <p>c. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, stroll, strut, prance) by acting out the meanings.</p> <p>d. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p>1.RWL.a1 Ask questions to help determine or clarify the meaning of words in a text.</p> <p>1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.</p> <p>1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.</p> <p>1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.</p> <p>1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).</p> <p>1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p>	<p>d. With support, Ask questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>1.RWL.a2 Answer questions to help determine or clarify the meaning of words in a text.</p> <p>1.RWL.a3 Ask questions to help determine or clarify the meaning of phrases in a text.</p> <p>1.RWL.a4 Answer questions to help determine or clarify the meaning of phrases in a text.</p> <p>1.RWL.e1 With guidance and support, identify the category for a given word (e.g., a duck is a bird).</p> <p>1.RWL.e3 With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p>	

Grade 1: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.VD-AV.3 With support as needed, acquire and use general academic and content-specific words gained through conversations, reading, and listening to texts.</p>	<p>1.WA.17 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships.</p>	<p>1.VD-AV.3.ECS With support as needed, use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>1.RWL.f2 Use frequently occurring conjunctions to signal simple relationships.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

GRADE 1 RESEARCH – RS

Grade 1: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.RS-IP.1 With support, conduct simple research tasks to take some action or make informal presentations by identifying information from classroom</p>		<p>1.RS-IP.1.ECS With guidance support, conduct simple research tasks and share findings.</p>	<p>Team determined students with special needs could achieve this standard therefore an extended content standard was added.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
experiences or provided sources (including read alouds) and organizing information, recorded in words or pictures, using graphic organizers or other aids.			

Grade 1: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
1.RS-DR.2 Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.		1.RS-DR.2.ECS Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	Team determined students with special needs could achieve this standard therefore an extended content standard was added.

GRADE 1 WRITING – W

Grade 1: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
1.W-RW.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,	1.HD.c3 Draw, dictate, and/or write about an event or linked events. 1.HD.c6 Participate in shared research or writing projects. 1.HD.d2 With guidance and support from adults, recall	1.W-RW.1.ECS With guidance and support, draw, dictate, and/or write about an event or linked events. 1.HD.c6 Participate in shared research or writing projects.	Simplifies while maintaining rigor and aligns more closely to the standard. “With guidance and support” is used in supporting standards.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>stories that recount an event or tell a story).</p>	<p>information from experience that relates to topic within text or answers question.</p> <p>1.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</p> <p>1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.</p> <p>1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product.</p> <p>1.WI.a2 With guidance and support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question.</p> <p>1.WI.b1 Write simple statements that name a topic and supply some facts about the topic.</p> <p>1.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.</p> <p>1.WI.d1 Identify various sources (e.g., word wall, book talks,</p>	<p>1.HD.d2 With guidance and support from adults, recall information from experience that relates to topic within text or answers question.</p> <p>1.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.</p> <p>1.HD.g3 With guidance and support from adults, respond to questions and suggestions from others to strengthen writing.</p> <p>1.HD.g4 With guidance and support from adults, work with a peer to evaluate a permanent product.</p> <p>1.WI.a2 With guidance and support from adults, recall information (e.g., quote or paraphrase from source) from experiences to answer a question.</p> <p>1.WI.b1 Write simple statements that name a topic and supply some facts about the topic.</p>	<p>Removing the other Extended Content Standards matches more closely with the grade level standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?).</p> <p>1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.</p> <p>1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.</p> <p>1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).</p> <p>1.WI.h1 Provide a concluding statement or section to a permanent product.</p> <p>1.WI.i1 With guidance and support, use feedback on a topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</p> <p>1.WL.a1 Generate ideas and/or opinions when participating in shared writing projects.</p> <p>1.WL.a2 With guidance and support, recall information from</p>	<p>1.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.</p> <p>1.WI.d1 Identify various sources (e.g., word wall, book talks, visuals/images, Internet) that can be used to gather information or to answer a question (e.g., How do we find out?).</p> <p>1.WI.d2 Use illustrations and details in a text to obtain facts and compose information on a topic.</p> <p>1.WI.d3 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.</p> <p>1.WI.d4 Participate in shared research and writing projects (e.g., drawings, visual displays, labels).</p> <p>1.WI.h1 Provide a concluding statement or section to a permanent product.</p> <p>1.WI.i1 With guidance and support, use feedback on a</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>experiences to answer a question orally or in writing.</p> <p>1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.</p> <p>1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</p> <p>1.WL.d2 Write a narrative that includes a sense of closure.</p> <p>1.WL.f1 Provide a title for writing that tells the central idea or focus.</p> <p>1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</p> <p>1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an opinion.</p>	<p>topic (e.g., additional text, drawings, visual displays, labels) to strengthen informational writing.</p> <p>1.WL.a1 Generate ideas and/or opinions when participating in shared writing projects.</p> <p>1.WL.a2 With guidance and support, recall information from experiences to answer a question orally or in writing.</p> <p>1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.</p> <p>1.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</p> <p>1.WL.d2 Write a narrative that includes a sense of closure.</p> <p>1.WL.f1 Provide a title for writing that tells the central idea or focus.</p> <p>1.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason.</p> <p>1.WP.g2 Write an opinion piece that includes a sense of closure.</p> <p>1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</p> <p>1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.</p>	<p>1.WP.a2 With guidance and support from adults, recall information from experiences to answer a question.</p> <p>1.WP.b1 Use descriptions and details of familiar people, places, things, and/or events to support an opinion.</p> <p>1.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by a reason.</p> <p>1.WP.g2 Write an opinion piece that includes a sense of closure.</p> <p>1.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</p> <p>1.WA.1 With guidance and support from adults, use a variety of digital tools (e.g., word processing, Internet) to produce and publish writing, including collaborating with peers.</p>	

Grade 1: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
1.W-HWK.2 Print legibly and space words appropriately when writing a complete sentence.		1.W-HWK.2.ECS Form letters or print legibly and space words appropriately.	To align with content standards

GRADE 1 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 1: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
1.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by listening to others closely, taking turns speaking through multiple exchanges, and asking questions to clear up any confusion.	<p>1.HD.c4 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.</p> <p>1.HD.c5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	<p>1.ODC-OC.1.ECS With prompting and support Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>1.HD.a2 Ask questions to clear up any confusion about the topics or texts under discussion.</p> <p>1.HD.c5 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>	Simplifies while maintaining rigor and aligns more closely to the standard.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.ODC-OC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.</p> <p>1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).</p> <p>1.RL.d2 Ask questions about key details in a familiar story.</p>	<p>1.ODC-OC.2.ECS Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1.HD.d3 Engage in small or large group discussion of favorite texts or topic presented orally or through other media.</p> <p>1.RL.d1 Answer questions about key details in a story (e.g., who, what, when, where, why).</p> <p>1.RL.d2 Ask questions about key details in a familiar story.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p>
<p>1.ODC-OC.3 Ask and answer questions about what a speaker says to gather additional information or clarify something that is not understood.</p>	<p>1.HD.a1 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</p>	<p>1.ODC-OC.3.ECS Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</p>	
<p>1.ODC-OC.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>1.HD.d4 Retell a favorite text, including key details.</p> <p>1.WI.a1 Describe factual information about familiar people, places, things, and /or events with relevant details orally or in writing.</p>	<p>1.ODC-OC.4.ECS Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.HD.d4 Retell a favorite text, including key details.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>1.WL.g1 Present, orally or in writing, factual information of familiar people, places, things, and/or events describing subtopics of larger topics.</p> <p>1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing.</p> <p>1.WL.b1 Describe people, places, things, and/or events with relevant details.</p> <p>1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.</p> <p>1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing.</p>	<p>1.WL.a1 Describe factual information about familiar people, places, things, and/or events with relevant details orally or in writing.</p> <p>1.WL.g1 Present, orally or in writing, factual information of familiar people, places, things, and/or events describing subtopics of larger topics.</p> <p>1.WL.a3 Describe ideas about familiar people, places, things, and/or events with details orally or in writing.</p> <p>1.WL.b1 Describe people, places, things, and/or events with relevant details.</p> <p>1.WL.c1 Describe orally or in writing a single event or a series of events that includes details about what happened.</p> <p>1.WP.a3 Describe familiar people, places, things, and/or events with details orally or in writing.</p>	

GRADE 1 GRAMMAR AND CONVENTIONS – GC

Grade 1: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.GC-GU.1 Demonstrate command of the conventions English grammar and usage when writing and/or speaking.</p> <p>a. Use subject-verb agreement in simple sentences.</p> <p>b. Match single and plural nouns with matching verbs in simple sentences. (e.g., He hops; We hop).</p> <p>c. Form and use the simple verb tenses (past, present, and future) for regular verbs.</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use frequently occurring adjectives.</p> <p>f. Use frequently occurring conjunctions to signal simple relationships (e.g., and, but, or, so, because).</p>	<p>1.WA.8 Use singular and plural nouns with matching verbs in basic sentences.</p> <p>1.WA.9 Use verbs to convey a sense of past, present, or future in writing.</p> <p>1.WA.7 Use frequently occurring adjectives in dictating or writing.</p> <p>1.WA.11 Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing.</p> <p>1.WA.10 Use frequently occurring prepositions (e.g., on, in) in dictating or writing.</p> <p>1.WA.3 Produce (through dictation, writing, word array, picture) complete sentences when appropriate to task and situation.</p> <p>1.WA.4 Print upper- and lowercase letters.</p>	<p>1.GC-GU.1.ECS Demonstrate understanding of the conventions English grammar and usage when writing and/or speaking.</p> <p>a. Use subject-verb agreement in simple sentences.</p> <p>b. Use singular and plural nouns with matching verbs in basic sentences.</p> <p>c. Use verbs to convey a sense of past, present, or future in writing.</p> <p>e. Use frequently occurring adjectives in dictating or writing.</p> <p>f. Use frequently occurring conjunctions (e.g., and, but, or, so, because) in writing.</p> <p>g. Use frequently occurring prepositions (e.g., on, in) in dictating or writing.</p> <p>h. Produce (through dictation, writing, word array, picture) complete sentences when</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p> <p>Print upper- and lowercase letters was removed because it did not align with the content standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>g. Use frequently occurring prepositions (e.g., to, during, under, in, with, at).</p> <p>h. Produce and expand complete sentences in response to prompts.</p>		<p>appropriate to task and situation.</p> <p>1.WA.4 Print upper and lowercase letters.</p>	

Grade 1: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>1.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>a. 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>b. Use commas in dates and to separate single words in a series.</p> <p>c. Capitalize the first word in a sentence, the first letter of student’s name, and the pronoun “I”.</p>	<p>1.RL.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization).</p> <p>1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.</p> <p>1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people.</p>	<p>1.GC-M.2.ECS Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>1.RI.b5 Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) in informational texts.</p> <p>1.WA.12 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	1.WA.15 Use end punctuation for sentences.	1.WA.14 Use capitalization of first word in sentence, pronoun "I", dates, and names of people. 1.WA.15 Use end punctuation for sentences.	
1.GC-M.3 Use knowledge of spelling in writing. a. Use conventional spelling for words with common, taught spelling patterns and frequently occurring irregular words. b. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	1.WA.16 Use conventional spelling for words with common spelling patterns	1.GC-M.3.ECS Use knowledge of spelling to identify or correctly spell words. 1.WA.16 Use conventional spelling for words with common spelling patterns	Aligns with K-3 standards for mechanics

GRADE 2 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 2 FOUNDATIONAL READING SKILLS – FR

Grade 2: Phonemic Awareness (PA)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
2.FR-PA.2 Demonstrate understanding of spoken words, syllables, and sounds.		2.FR-PA.2.ECS Demonstrate understanding of spoken words, syllables, and sounds.	Current Idaho Content standard is appropriate for students with

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>a. Reverse phonemes in spoken one-syllable words (e.g., reverse initial and final consonants in the word “pat” and say the resulting word).</p> <p>b. Demonstrate automaticity in the deletion and substitution of phonemes in multi-syllable spoken words and naming of resulting words.</p>		<p>b. Delete initial and final sounds in spoken single syllable words and say the resulting word.</p>	<p>significant cognitive impairment.</p> <p>To align with content standards.</p>

Grade 2: Phonics and Decoding (PH)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.FR-PH.3 Use knowledge of grade-level phonics and word analysis skills in decoding words.</p> <p>a. Know spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).</p> <p>b. Decode regularly spelled two-syllable words with long and short vowels.</p> <p>c. Decode words with common prefixes and suffixes (e.g., un-, dis-, -ful, -less).</p>		<p>2.FR-PH.3 Use knowledge of phonics and word analysis skills in decoding words.</p> <p>a. Identify spelling-sound correspondences for common short and long vowel teams (e.g., head, hook, boat, weigh) including diphthongs (e.g., toil, cloud).</p> <p>b. Identify or decode regularly spelled two-syllable words.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>d. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>e. Recognize and read grade-appropriate irregularly spelled words (e.g., was, again, been), including silent letter combinations.</p>			

GRADE 2 READING COMPREHENSION – RC

Grade 2: Text Complexity (TC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.RC-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.)</p>	<p>2.HD.b1 Choose information or narrative text to read and reread, listen to, or view for leisure purposes.</p> <p>2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</p>	<p>2.RC-TC.1.ECS Choose information or narrative texts to read and reread, listen to, or view for leisure purposes.</p> <p>2.HD.b2 Choose text to read and reread, listen to, or view for informational purposes (e.g., to answer questions; understand the world around them).</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Grade 2: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
2.RC-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.			

Grade 2: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
2.RC-TE.3 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in grade-level texts heard or read.	<p>2.RI.d1 Answer who, what, where, when, why, and how, questions from informational text.</p> <p>2.HD.d1 Retell a favorite text, including key details.</p>	<p>2.RC-TE.3.ECS Answer who, what, where, when, why, and how, questions from informational texts heard or read.</p> <p>2.HD.d1 Retell a favorite text, including key details.</p>	Simplifies while maintaining rigor and aligns more closely to the standard.

Grade 2: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
2.RC-RF.4 Read grade-level text with accuracy, appropriate rate, and expression to support comprehension in successive	2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing	2.HD.e3 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system,	To align with current content standards.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
readings (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).	system, self-correct, ask questions, confirm predictions).	self-correct, ask questions, confirm predictions). 2.RC-RF.4.ECS Read instructional-level text with accuracy and appropriate rate to support comprehension in successive readings	

Grade 2: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.RC-L.5 Use evidence from literature to demonstrate understanding grade-level texts.</p> <p>a. Identify the central message, lesson, or moral of stories (including fables and folktales) from diverse cultures heard or read.</p> <p>b. Describe how characters in stories heard or read respond to major events and challenges.</p> <p>c. Describe the overall structure of stories heard or read, including identifying how the beginning introduces the story and the ending concludes the action.</p>	<p>2.HD.g1 Read books to examine how to write certain genres. (2.RC-L.5c)</p>	<p>2.RC-L.5.ECS Use evidence from literature to demonstrate understanding of instructional-level texts.</p> <p>a. Identify the central message or lesson of stories (including fables and folktales) from diverse cultures heard or read.</p> <p>b. Identify characters in stories.</p> <p>c. Identify the beginning, middle and end of a story.</p> <p>d. Identify different perspectives of characters in stories heard or read.</p> <p>e. Compare and contrast two or more versions of the same story (heard or read) by</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p> <p>Removed the existing content standard because it did not align.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>d. Identify different perspectives of characters in stories heard or read.</p> <p>e. Compare and contrast two or more versions of the same story (heard or read) by different authors or from different cultures.</p>		<p>different authors or from different cultures.</p> <p>2.HD.g1 Read books to examine how to write certain genres.</p>	

Grade 2: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. Identify the central idea of texts heard or read.</p> <p>b. Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in texts.</p> <p>c. Describe the overall structure of nonfiction texts heard or read, including identifying how the beginning introduces information and the ending sums up the information.</p>	<p>2.HD.e2 Use text features to aid comprehension.</p> <p>2.HD.d4 Discuss key details and main topic of a preferred text.</p> <p>2.HD.e1 Identify text features to aid comprehension.</p> <p>2.RI.d2 Identify the main topic of a multi-paragraph informational text.</p> <p>2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.</p>	<p>2.RC-NF.6.ECS Use evidence from nonfiction works to demonstrate understanding instructional-level texts.</p> <p>a. Identify the central idea of texts heard or read.</p> <p>c. Use text features to aid comprehension to identify the beginning and end of a nonfiction text.</p> <p>2.HD.d4 Discuss key details and main topic of a preferred text.</p> <p>2.HD.e1 Identify text features to aid comprehension.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>d. Describe how authors use facts and reasons to support specific points in texts.</p> <p>e. Compare and contrast the most important points presented in two texts on the same topic.</p>		<p>2.RI.d2 Identify the main topic of a multi-paragraph informational text.</p> <p>2.RI.d3 Identify the focus of a paragraph and the details that support the focus in an informational text.</p>	

GRADE 2 VOCABULARY DEVELOPMENT – VD

Grade 2: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.VD-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.</p> <p>a. Use sentence-level context as clues to the meaning of words or phrases.</p> <p>b. Determine the meaning of new words formed when known prefixes (e.g., <i>safe/unsafe</i>, <i>like/dislike</i>) and suffixes (e.g.,</p>		<p>2.VD-WB.1.ECS Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as clues with illustrations to the meaning of words or phrases.</p> <p>d. Use knowledge of the meaning of individual words to identify the meaning of compound words (e.g.,</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p><i>beauty/beautiful, light/lightness</i>) are added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>pain/painful, help/helpless</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>backpack, backyard; flashlight, lighthouse</i>).</p> <p>e. Use glossaries and beginning dictionaries, print or digital, to clarify the meaning of words and phrases.</p>		<p><i>backpack, backyard; flashlight, lighthouse</i>).</p>	
<p>2.VD-WB.2 Determine how words and phrases provide meaning and nuance to texts.</p> <p>a. Identify real-life connections between words and their use (e.g., describe weather that is <i>freezing</i> or <i>windy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>hot, sizzling, blazing</i>).</p>		<p>2.VD-WB.2.ECS With guidance and support determine how words and phrases provide meaning to texts.</p> <p>a. Identify real-life connections between words and their use (e.g., describe weather that is <i>freezing</i> or <i>windy</i>).</p> <p>c. Describe how words and phrases (e.g., <i>rhymes, alliteration</i>) supply rhythm and meaning in a story, poem, or song.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>c. Describe how words and phrases (e.g., <i>rhymes, alliteration</i>) supply rhythm and meaning in a story, poem, or song.</p>			

Grade 2: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.VD-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., <i>When other kids are acting silly, that makes me feel giddy</i>). Use these words in discussions and writing.</p>		<p>2.VD-AV.3.ECS Acquire and use general academic and content-specific words and phrases in discussions and writing.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

GRADE 2 RESEARCH – RS

Grade 2: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.RS-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.</p>	<p>2.WI.d2 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).</p> <p>2.WI.d3 Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather information from provided sources.</p> <p>2.HD.c3 Participate in shared research or writing projects.</p> <p>2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: "What do we know about fire? Have you ever seen a camp fire? What did it feel like if you got too close to the fire?").</p> <p>2.WI.d1 With guidance and support from adults, gather information (e.g., highlight, take notes) from provided sources to answer a question.</p>	<p>2.RS-IP.1.ECS With guidance and support from adults, 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).</p> <p>a. Use simple note taking strategies or organizers (e.g., numbering, t-charts, graphic organizers) to gather and record information from provided sources.</p> <p>2.HD.c3 Participate in shared research or writing projects.</p> <p>2.WI.a2 Recall information from experiences to answer a question (e.g., While learning about fire the teacher asks: "What do we know about fire? Have you ever seen a camp fire? What did it feel like if you got too close to the fire?").</p> <p>2.WI.d1 With guidance and support from adults, gather information (e.g., highlight,</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard.</p> <p>Idaho Extended Content Standards were removed since they did not align to the Idaho Content Standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>2.WL.a2 Recall information from experiences to answer a question.</p> <p>2.WP.a3 Recall information from experiences to answer a question.</p> <p>2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic.</p> <p>2.WP.d2 Create a permanent product (e.g., T-chart, word sort) to distinguish facts and opinion.</p> <p>2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.</p>	<p>take notes) from provided sources to answer a question.</p> <p>2.WL.a2 Recall information from experiences to answer a question.</p> <p>2.WP.a3 Recall information from experiences to answer a question.</p> <p>2.WP.d1 Use simple note-taking strategies (e.g., double entry journal, Venn diagram, T-chart, discussion web) to record reasons for or against a topic.</p> <p>2.WP.d2 Create a permanent product (e.g., T chart, word sort) to distinguish facts and opinion.</p> <p>2.WP.e1 Gather information from provided sources (e.g., highlight in text, quote or paraphrase from text or discussion) to answer a question.</p>	

Grade 2: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
2.RS-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.)		2.RS-DR.2.ECS 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.)	To align with current content standards.

GRADE 2 WRITING – W

Grade 2: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
2.W-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.W-RW.1.ECS Develop flexibility in writing by routinely engaging in the production of writing shorter and longer pieces for a range of tasks, purposes, and audiences.	To align with current content standard.
2.W-RW.2 Write arguments that express an opinion supported by	2.WP.f1 Write, draw, or dictate an opinion statement about a topic or book of interest., include at least	2.W-RW.2.ECS Write, draw, or dictate an opinion statement or preference about a topic or	Simplifies while maintaining rigor and aligns more closely to the standard.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>details and reasons and provide a concluding sentence.</p>	<p>one reason that supports the opinion.</p> <p>2.WP.b1 State an opinion or preference about the topic or text and at least one reason that supports the opinion.</p> <p>2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.</p> <p>2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.</p>	<p>book of interest., include at least one reason that supports the opinion.</p> <p>2.WP.b1 State an opinion or preference about the topic or text and at least one reason that supports the opinion.</p> <p>2.WP.b2 Connect gathered facts to an opinion using linking words in persuasive writing.</p> <p>2.WP.g1 Organize an opinion piece starting with a topical or opinion statement followed by related reasons with supporting evidence and ending with a concluding statement.</p>	<p>.</p>
<p>2.W-RW.3 Write informational texts that state a focus and support the focus with facts and details and provide a concluding sentence.</p>	<p>2.WI.b1 Write statements that name a topic and supply some facts about the topic.</p> <p>2.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.</p> <p>2.WI.h1 Order factual statements to describe a sequence of events or to explain a procedure.</p>	<p>2.W-RW.3.ECS Write statements that name a topic and supply a some facts about the topic.</p> <p>2.WI.c1 When writing information/explanatory texts use illustrations and captions to relay facts about a topic.</p> <p>2.WI.h1 Order factual statements to describe a sequence of events or to explain a procedure.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>2.WI.h2 Provide a concluding statement or section to a permanent product.</p>	<p>2.WI.h2 Provide a concluding statement or section to a permanent product.</p>	
<p>2.W-RW.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.</p>	<p>2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.</p> <p>2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</p> <p>2.WL.d2 Write a narrative that includes a sense of closure.</p> <p>2.WL.f1 Provide a title for writing that tells the central idea or focus.</p> <p>2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.</p>	<p>2.W-RW.4.ECS Describe a single event or a series of events that describes actions, thoughts, or feelings.</p> <p>2.WL.d1 When appropriate, write about a series of events in the order in which they occurred using signal words (e.g., first, then, next).</p> <p>2.WL.d2 Write a narrative that includes a sense of closure.</p> <p>2.WL.f1 Provide a title for writing that tells the central idea or focus.</p> <p>2.WL.f2 Organize text providing information regarding who, what, and why while maintaining a single focus.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard.</p>
<p>2.W-RW.6 With support from adults and peers, strengthen writing as needed by revising and editing.</p>	<p>2.HD.g3 With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.</p> <p>2.HD.g4 With guidance and support from adults, work with a</p>	<p>2.W-RW.6.ECS With guidance and support from adults and peers, respond to questions and suggestions from others to strengthen writing.</p> <p>2.HD.g4 With guidance and support from adults, work with a</p>	<p>Simplifies verbiage while maintaining rigor.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>peer to revise a permanent product.</p> <p>2.HD.g5 With guidance and support from adults, work with a peer to edit a permanent product.</p> <p>2.WI.i1 With guidance and support, use feedback to strengthen writing.</p> <p>2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</p> <p>2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</p>	<p>a peer to revise a permanent product.</p> <p>2.HD.g5 With guidance and support from adults, work with a peer to edit a permanent product.</p> <p>2.WI.i1 With guidance and support, use feedback to strengthen writing.</p> <p>2.WL.g1 With guidance and support, use feedback (e.g., elaborate on story elements) to strengthen narrative writing.</p> <p>2.WP.h1 With guidance and support, use feedback (e.g., drawings, visual displays, labels) to strengthen persuasive writing.</p>	

Grade 2: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.W-HWK.7 Form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.</p>		<p>2.W-HWK.7.ECS Use multi-modal means to choose, identify, or form letters correctly with functional speed. Space words and sentences properly so that writing can be read easily by another person.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with slight modification.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
2.W-HWK.8 With support, use keyboarding skills to produce and publish writing.	2.HD.g2 With guidance and support from adults, use a writing template, tool or mentor text to develop writing skills.	2.W-HWK.8.ECS With guidance and support from adults, use a writing template, tool (e.g. keyboard, adaptive keyboard) or mentor text to develop writing skills.	Added examples

GRADE 2 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 2: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
2.ODC-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.	<p>2.HD.c1 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 text under discussion).</p> <p>2.HD.a1 Ask for clarification and further explanation about topics and texts under discussion.</p> <p>2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>2.ODC-OC.1.ECS With prompting and support, 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 text under discussion).</p> <p>2.HD.a1 Ask for clarification and further explanation about topics and texts under discussion.</p> <p>2.HD.c2 Build on others' talk in conversations by linking their comments to the remarks of others.</p>	Extended content standards were removed because they did not align.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.ODC-OC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.</p>	<p>2.ODC-OC.2.ECS Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.HD.d2 Engage in small or large group discussion of favorite texts presented orally or through other media.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p>
<p>2.ODC-OC.3 Ask and answer questions about what a speaker says to clarify by gathering additional information or deepen understanding of a topic or issue.</p>	<p>2.HD.a2 Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</p>	<p>2.ODC-OC.3.ECS Ask questions about information presented (orally or in writing) in order to clarify something that is not understood.</p>	
<p>2.ODC-OC.4 Tell a story or retell an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.</p>	<p>2.WL.b1 Share a story or recount an experience with appropriate facts and relevant, descriptive details.</p> <p>2.HD.d3 Engage in small or large group discussions by sharing one's own writing.</p> <p>2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.</p> <p>2.WL.a3 Describe ideas about familiar people, places, things, and/or events.</p>	<p>2.ODC-OC.4.ECS Share a story or recount an experience with appropriate facts and relevant, descriptive details.</p> <p>2.HD.d3 Engage in small or large group discussions by sharing one's own writing.</p> <p>2.WI.g1 Provide at least two facts for each subtopic identified for a larger topic.</p> <p>2.WL.a3 Describe ideas about familiar people, places, things, and/or events.</p>	<p>Extended Content Standards were removed because they did not align.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.	2.WL.c1 Describe a single event or a series of events that describes actions, thoughts, or feelings.	

GRADE 2 GRAMMAR AND CONVENTIONS – GC

Grade 2: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Form and use the past tense of frequently occurring irregular verbs (e.g., felt, told, went).</p> <p>b. Use adjectives and adverbs and choose between them depending on what is to be modified.</p> <p>c. Form and use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish).</p> <p>d. Recognize that the names of things can also be the names of actions (fish, dream, run).</p>		<p>2.GC-GU.1.ECS Demonstrate understanding of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Identify or use the past tense of frequently occurring irregular verbs (e.g., felt, told, went).</p> <p>b. Identify or use adjectives and adverbs.</p> <p>c. Identify or use regular and frequently occurring irregular plural nouns (e.g., men, teeth, fish).</p> <p>f. Distinguish between complete and incomplete sentences and recognize and</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>e. Use reflexive pronouns (e.g., yourself, herself).</p> <p>f. Distinguish between complete and incomplete sentences and recognize and use correct word order in written sentences.</p> <p>g. Produce and expand complete simple and compound sentences.</p>		<p>use correct word order in written sentences.</p>	

Grade 2: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>2.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>a. Commas in greetings and closing of letters.</p> <p>b. Apostrophes to form contractions and frequently occurring possessives.</p> <p>c. Capitalize holidays, names, and places.</p>		<p>2.GC-M.2.ECS Demonstrate understanding of the conventions of English punctuation and capitalization when writing.</p> <p>c. Capitalize holidays, names, and places.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>
<p>2.GC-M.3 Use knowledge of spelling in writing.</p>		<p>2.GC-M.3.ECS Use knowledge of spelling to identify correctly spelled words.</p>	<p>Current Idaho Content standard is appropriate for students with</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>a. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>b. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>		<p>a. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>b. Consult reference materials, including word/sound wall or word bank, etc. as needed to check and correct spellings.</p>	<p>significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

GRADE 3 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 3 FOUNDATIONAL READING SKILLS – FR

Grade 3: Phonics and Decoding (PH)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.FR-PH.3 Use knowledge of grade-level phonics and word analysis skills to decode words.</p> <p>a. Decode words when known affixes are added to a known word (e.g., visit/revisit, appear/disappear, lead/mislead, care/careful).</p> <p>b. Decode words with common Greek and Latin roots (e.g., trans, port, bio).</p>	<p>3.RWL.g1 Identify the meaning of most common prefixes.</p> <p>3.RWL.g5 Decode multisyllable words.</p> <p>3.RWL.h1 Recognize and/or read grade appropriate irregularly spelled words.</p> <p>3.RWL.g2 Identify the meaning of most common suffixes.</p>	<p>3.FR-PH.3.ECS Use knowledge of phonics and word analysis skills to decode words.</p> <p>a. Identify the meaning of most common prefixes affixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Recognize and/or read grade appropriate irregularly spelled words.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
c. Decode multisyllable words. 3d. Read grade-appropriate irregularly spelled words (e.g., come, friend, today).	3.RWL.g3 Decode regularly spelled one-syllable words with long vowels. 3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.	3.RWL.g2 Identify the meaning of most common suffixes. 3.RWL.g3 Decode regularly spelled one-syllable words with long vowels. 3.RLW.g4 Decode regularly spelled two-syllable words with long vowels.	

GRADE 3 READING COMPREHENSION – RC

Grade 3: Text Complexity (TC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
3.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts. 3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.	3.RC-TC.1.ECS Read or be read to and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the student’s instructional level. 3.HD.h1 Read or be read to and recount self-selected stories, fables, folktales, myths, and other types of texts. 3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and	Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification. Simplifies while maintaining rigor of the standard.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>formats, including visually, quantitatively, and orally.</p> <p>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</p> <p>3.RI.i1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	

Grade 3: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.RC-V.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>			

Grade 3: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.RC-TE.3 Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.</p>	<p>3.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p> <p>3.RL.i2 Answer literal questions and refer to text to support your answer.</p>	<p>3.RC-TE.3.ECS Ask and answer questions to demonstrate understanding of instructional level texts, referring explicitly to textual evidence as the basis for the answers.</p> <p>3.RL.i2 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p> <p>3.RL.i2 Answer literal questions and refer to text to support your answer.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Grade 3: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in the Resource Reference).</p>	<p>3.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>3.RWL.h2 Identify grade level words with accuracy.</p>	<p>3.RC-RF.4.ECS Read instructional level text with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>3.HD.j1 Practice self-monitoring strategies to aid</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>3.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>3.RWL.i1 Use context to confirm or self-correct word recognition.</p>	<p>comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>3.RWL.h2 Identify grade-level words with accuracy.</p> <p>3.RWL.i1 Use context to confirm or self-correct word recognition.</p>	

Grade 3: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p> <p>a. 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>b. Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text.</p>	<p>3.RL.i1 Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</p> <p>3.RL.h2 Explain how characters actions contribute to the sequence of events/plot.</p> <p>3.RL.j2 Identify how the structure of a poem is different than a story (e.g., rhyme shorter than stories; stanza instead of paragraph).</p> <p>3.RL.j4 Identify narrator or character's point of view.</p>	<p>3.RC-L.5.ECS Use evidence from literature to demonstrate understanding of instructional-level texts.</p> <p>a. Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.</p> <p>b. Explain or identify how characters actions, feelings, and motivations contribute to the sequence of events/plot.</p> <p>c. Identify how the structure of a poem or play is different than a story (e.g., rhyme shorter</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>c. Explain major structural differences between poems, plays, and prose.</p> <p>d. Explain the difference between a narrator’s point of view and various characters’ perspectives in stories.</p> <p>e. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.</p> <p>3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.</p> <p>3.RI.k1 Identify the author's purpose in an informational text.</p> <p>3.RI.k2 Identify own point of view about a topic.</p> <p>3.RI.k3 Compare own point of view to that of the author.</p> <p>3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter).</p> <p>3.RL.j5 Identify own point of view.</p> <p>3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.RL.I1 Describe a character's traits in a story using details from the text and illustrations.</p> <p>3.RL.I2 Explain a character's motivation in a story using the</p>	<p>than stories; stanza instead of paragraph).</p> <p>d. Identify narrator or character's point of view.</p> <p>3.RL.k1 Use details to recount stories, including fables and folktales from diverse cultures.</p> <p>3.RL.k3 Use information in the text to determine and explain a lesson learned by a character or theme within the story.</p> <p>3.RI.k1 Identify the author's purpose in an informational text.</p> <p>3.RI.k2 Identify own point of view about a topic.</p> <p>3.RI.k3 Compare own point of view to that of the author.</p> <p>3.RL.j3 Identify how the structure of a play is different than the structure of a story (e.g. text includes props; dialogue without quotation marks; acts/scenes instead of chapter).</p> <p>3.RL.j5 Identify own point of view.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>character's thoughts, words, and actions as evidence from the text.</p> <p>3. RL.13 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.</p> <p>3.RL.14 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).</p> <p>3.RL.m1 Analyze how a character's point of view influences a conflict within a text.</p>	<p>3.RL.j6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>3.RL.l1 Describe a character's traits in a story using details from the text and illustrations.</p> <p>3.RL.l2 Explain a character's motivation in a story using the character's thoughts, words, and actions as evidence from the text.</p> <p>3. RL.l3 Explain a character's feelings in a story using the character's thoughts, words, and actions as evidence from the text.</p> <p>3.RL.l4 Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).</p> <p>3.RL.m1 Analyze how a character's point of view influences a conflict within a text.</p>	

Grade 3: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. Describe key details from texts and explain how they support the central idea.</p> <p>b. 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.</p> <p>c. Describe major structural differences between the organization of different informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).</p> <p>d. Explain the logical connection between particular facts and reasons in texts.</p> <p>e. Compare and contrast important points and key</p>	<p>3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.RI.j1 Identify signal words that help determine what the text structure is in an informational text.</p> <p>3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.m2 When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.</p> <p>3.RI.n1 Identify facts that an author uses to support a specific point or opinion.</p> <p>3.HD.h2 Compare two or more texts on the same topic or by the same author.</p> <p>3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse</p>	<p>3.RC-NF.6.ECS Use evidence from nonfiction works to demonstrate understanding of instructional-level texts.</p> <p>a. Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>b. Identify a series of events, concepts, steps, or procedures in historical, scientific, or technical texts.</p> <p>e. When researching a topic, e Compare and contrast the most important points and key details presented in two informational texts on the same topic.</p> <p>3.RI.k5 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RI.n1 Identify signal words that help determine what the</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
supporting details presented in two texts on the same topic.	media and formats, including visually, quantitatively, and orally. 3.RI.j2 Describe the connection between sentences and paragraphs in a text.	text structure is in an informational text. 3.RC-NF.6.ECS Identify facts that an author uses to support a specific point or opinion. 3.HD.h2 Compare two or more texts on the same topic or by the same author. 3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3.RI.j2 Describe the connection between sentences and paragraphs in a text.	

GRADE 3 VOCABULARY DEVELOPMENT – VD

Grade 3: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
3.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing	3.RWL.g6 Use a known root word as a clue to the meaning of an unknown word with the same root. 3.RWL.g7 Determine the meaning of the new word formed when a	3.VD-WB.1.ECS Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on instructional-level reading and	Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>flexibly from a range of strategies.</p> <p>a. Use sentence-level context as clues to the meaning of words or phrases.</p> <p>b. 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).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., transport, portable).</p> <p>d. Use glossaries or beginning dictionaries, print or digital, to clarify the precise meaning of key words and phrases.</p>	<p>known affix is added to a known word.</p> <p>3.RWL.i2 Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</p> <p>3.RWL.i3 Use a glossary or dictionary to determine the meaning of a word.</p>	<p>content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>d. Use a glossary or dictionary to determine the meaning of a word.</p>	<p>Simplifies while maintaining rigor of the standard.</p>
<p>3.VD-WB.2 Determine how words and phrases provide meaning and nuance to grade-level texts.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Distinguish shades of meaning among grade-appropriate,</p>	<p>3.RWL.i4 Identify and sort shades of meaning words from general to specific or lesser to specific.</p> <p>3.RWL.j1 Use newly acquired words in real-life context.</p> <p>3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.</p>	<p>3.VD-WB.2.ECS Determine how words and phrases provide meaning and nuance to instructional level text.</p> <p>b. Identify and sort shades of meaning words from general to specific or lesser to specific (e.g. warm, hot, sweltering).</p>	<p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>3.RWL.k2 Determine the meaning of literal and non-literal words and phrases as they are used in a text.</p> <p>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</p> <p>3.RL.m2 Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.</p> <p>3.RI.h1 Identify the purpose of a variety of text features.</p> <p>3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question.</p> <p>3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.</p> <p>3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions.</p> <p>3.RI.i1 Identify information learned from illustrations and information learned from the words in an informational text.</p>	<p>3.RWL.j1 Use newly acquired words in real-life context.</p> <p>3.RWL.k1 Distinguish literal from non-literal meanings of words and phrases in context.</p> <p>3.RWL.k2 Determine the meaning of literal and non-literal words and phrases as they are used in a text.</p> <p>3.RL.i3 Support inferences, opinions, and conclusions using evidence from the text including illustrations.</p> <p>3.RL.m2 Use descriptive words and illustrations/visuals from a story read or viewed to explain the mood in a given part of the story.</p> <p>3.RI.h1 Identify the purpose of a variety of text features.</p> <p>3.RI.h2 Use text features (keywords, glossary) to locate information relevant to a given topic or question.</p> <p>3.RI.h3 Use tools (e.g., sidebars, icons, glossary) to locate information relevant to a given topic.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>3.RI.I2 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).</p> <p>3.RI.I3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.</p> <p>3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>3.WA.13 Choose words and phrases for appropriate effect (e.g. to inform) within writing.</p>	<p>3.RI.h4 Use illustrations (e.g., maps, photographs) in informational texts to answer questions.</p> <p>3.RI.I1 Identify information learned from illustrations and information learned from the words in an informational text.</p> <p>3.RI.I2 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).</p> <p>3.RI.I3 Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.</p> <p>3.WA.4 Add audio recordings and visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>3.WA.13 Choose words and phrases for appropriate effect (e.g. to inform) within writing.</p>	

Grade 3: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.VD-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.</p>	<p>3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately.</p> <p>3.RWL.j3 Use newly acquired domain-specific words and phrases accurately.</p> <p>3.WA.14 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</p>	<p>3.VD-AV.3.ECS Use newly acquired domain-specific words and phrases accurately.</p> <p>3.RWL.j2 Use newly acquired conversational and general academic words and phrases accurately.</p> <p>3.WA.14 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

GRADE 3 RESEARCH – RS

Grade 3: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.RS-IP.1 Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g.,</p>	<p>3.WI.I5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>3.WI.n1 Identify key details in an informational text.</p>	<p>3.RS-IP.1.ECS With guidance and support, conduct short research tasks and share findings.</p> <p>3.WI.I5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>key words, sidebars, hyperlinks) to locate information efficiently.</p>	<p>3.WL.h1 Recall information from experiences for use in writing.</p> <p>3.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.</p> <p>3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>3.WP.i1 Recall relevant information from experiences for use in writing.</p> <p>3.WP.j1 Gather facts (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</p> <p>3.WP.j4 Sort evidence collected from print and/or digital sources into provided categories.</p> <p>3.WI.k1 Gather information (e.g., take notes) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.WI.k2 Use text features and search tools (e.g., key words,</p>	<p>the topic, draft a permanent product).</p> <p>3.WI.n1 Identify key details in an informational text.</p> <p>3.WL.h1 Recall information from experiences for use in writing.</p> <p>3.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.</p> <p>3.WL.i3 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>3.WP.i1 Recall relevant information from experiences for use in writing.</p> <p>3.WP.j1 Gather facts (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>3.WP.j2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) on sources.</p> <p>3.WP.j4 Sort evidence collected from print and/or digital</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).</p> <p>3.WI.k3 Locate important points on a single topic from two informational texts or sources.</p> <p>3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>3.WI.l4 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.</p>	<p>sources into provided categories.</p> <p>3.WI.k1 Gather information (e.g., take notes) from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.WI.k2 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic with the purpose of creating a permanent product (e.g., select/generate responses to form paragraph/essay).</p> <p>3.WI.k3 Locate important points on a single topic from two informational texts or sources.</p> <p>3.WI.l2 Take brief notes (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>3.WI.l4 Sort evidence (e.g., graphic organizer) collected from print and/or digital sources into provided categories.</p>	

Grade 3: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.RS-DR.2 Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>		<p>3.RS-DR.2.ECS 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 support.)</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

GRADE 3 WRITING – W

Grade 3: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.</p>	<p>3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</p> <p>3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</p>	<p>3.W-RW.1.ECS Develop flexibility in writing for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.</p> <p>3.WL.o1 With guidance and support from adults, produce a clear, coherent, permanent product that is appropriate to</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>the specific task, purpose (e.g. to entertain), or audience.</p> <p>3.WI.s1 With guidance and support from adults, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</p>	
<p>3.W-RW.2 Write arguments that introduce the topic, express an opinion supported with facts, details, and reasons, and provide a concluding statement.</p>	<p>3.WP.I1 Provide reasons or facts that support a stated opinion.</p> <p>3.WP.m1 Use linking words and phrases that connect the opinions and reasons.</p> <p>3.WP.n1 Provide a concluding statement or section.</p> <p>3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</p>	<p>3.W-RW.2.ECS With supports, write arguments that introduce the topic, express an opinion with a reason.</p> <p>3.WP.I1 Provide reasons or facts that support a stated opinion.</p> <p>3.WP.m1 Use linking words and phrases that connect the opinions and reasons.</p> <p>3.WP.n1 Provide a concluding statement or section.</p> <p>3.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>
<p>3.W-RW.3 Write informational texts that introduce the topic, develop the focus with facts and</p>	<p>3.WI.I3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>3.W-RW.3.ECS With supports, write an informational text that introduces the topic, with at least one fact and detail.</p>	<p>Current Idaho Content standard is appropriate for students with</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>details, and provide a concluding statement.</p>	<p>3.WI.m1 Introduce a topic and grouping related information together.</p> <p>3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details.</p> <p>3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.</p> <p>3.WI.q1 Provide a concluding statement or section to summarize the information presented.</p>	<p>3.WI.l3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>3.WI.m1 Introduce a topic and grouping related information together.</p> <p>3.WI.o1 Develop the topic (e.g., add additional information which supports the topic) by using relevant facts, definitions, and details.</p> <p>3.WI.p1 Include text features (e.g., numbers, labels, diagrams, charts, graphics) to enhance clarity and meaning.</p> <p>3.WI.q1 Provide a concluding statement or section to summarize the information presented.</p>	<p>significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>
<p>3.W-RW.4 Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure.</p>	<p>3.WL.j1 Establish the situation by setting up the context for the story and introduce a narrator and/or characters.</p> <p>3.WL.j2 Sequence events in writing that unfold naturally.</p> <p>3.WL.k1 When appropriate, use dialogue and descriptions of</p>	<p>3.W-RW.4.ECS With supports, write personal stories that recount an event or experience, include details, characters, or event(s), and provide a sense of closure.</p> <p>3.WL.j1 Establish the situation by setting up the context for</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>actions, thoughts, and feelings to develop a story.</p> <p>3.WL.l1 Use temporal words and phrases to signal event order.</p> <p>3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>	<p>the story and introduce a narrator and/or characters.</p> <p>3.WL.j2 Sequence events in writing that unfold naturally.</p> <p>3.WL.k1 When appropriate, use dialogue and descriptions of actions, thoughts, and feelings to develop a story.</p> <p>3.WL.l1 Use temporal words and phrases to signal event order.</p> <p>3.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>	
<p>3.W-RW.5 Group related information within a paragraph, using common linking words and phrases to connect ideas and information.</p>		<p>3.W-RW.5.ECS With support, group related information within a paragraph, using common linking words and phrases to connect ideas and information.</p>	<p>To align with content standards, all students should have access to this skill.</p>
<p>3.W-RW.6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate</p>	<p>3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</p>	<p>3.W-RW.6.ECS With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</p>	<p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>command of grade-level Grammar and Conventions.)</p>	<p>3.WL.o2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening story).</p> <p>3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p> <p>3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</p> <p>3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).</p> <p>3.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information,</p>	<p>3.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</p> <p>3.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p> <p>3.WP.j5 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</p> <p>3.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>3.WP.p2 With guidance and support from peers and adults, strengthen writing by revising (e.g., review product, strengthening argument).</p> <p>3.WI.l1 With guidance and support from peers and adults, develop a plan for writing (e.g.,</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>develop the topic, provide a meaningful conclusion).</p> <p>3.WI.16 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.</p> <p>3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).</p> <p>3.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with</p>	<p>determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>3.WI.16 With guidance and support from adults, draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>3.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>3.WI.s2 With guidance and support from peers and adults, strengthen writing by revising.</p> <p>3.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on a literary topic (e.g., select a topic, draft outline, develop narrative).</p> <p>3.WL.i2 With guidance and support from adults, draft an outline of a narrative in which the development and</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	details and techniques, provide a meaningful conclusion).	organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).	

Grade 3: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
3.W-HWK.7 Write legibly in cursive, leaving space between letters in a word, in a sentence, and at the edges of the paper.		3.W-HWK.7.ECS Write legibly leaving space between letters in a word, in a sentence, and at the edges of the paper.	Simplifies while maintaining rigor and aligns more closely to the standard
3.W-HWK.8 Use keyboarding skills to produce and publish writing.	<p>3.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p> <p>3.WA1 Develop keyboarding skills.</p>	<p>3.W-HWK.8.ECS With guidance and support from adults, develop keyboarding or use technology skills to write produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p> <p>3.WA1 Develop keyboarding skills</p>	<p>Combined Extended Content Standards.</p> <p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

GRADE 3 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 3: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.</p>	<p>3.HD.i3 Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p> <p>3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.</p> <p>3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</p> <p>3.HD.i4 Express ideas and understanding in light of collaborative discussions.</p>	<p>3.ODC-OC.1.ECS With prompting and support, follow agreed upon rules for discussion, Link link personal ideas and comments to the ideas remarks shared by others in collaborative discussions.</p> <p>3.HD.i1 Provide evidence of being prepared for discussions on a topic, text, through appropriate statements made during discussion.</p> <p>3.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</p> <p>3.HD.i4 Express ideas and understanding in light of collaborative discussions.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>
<p>3.ODC-OC.2 Determine the main ideas and supporting details of a text read aloud or information presented in a variety of media (audio, visual, and quantitative).</p>	<p>3.RI.i3 Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>3.ODC-OC.2.ECS Identify the main idea and supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>3.HD.i4 Express ideas and understanding in light of collaborative discussions.</p> <p>3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>3.HD.i4 Express ideas and understanding in light of collaborative discussions.</p> <p>3.RL.k2 Determine the central message, lesson, moral, and key details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3.RI.i2 Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>3.ODC-OC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>3.RI.k4 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>3.ODC-OC.3.ECS Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	
<p>3.ODC-OC.4 Report orally on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>3.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</p> <p>3.WP.m2 Elaborate on each reason given in support of an opinion with relevant details.</p>	<p>3.ODC-OC.4.ECS Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</p> <p>3.WP.m2 Elaborate on each reason given in support of an opinion with relevant details.</p>	<p>Deleted a standard that was not aligned.</p>

Grade 3: Digital Communications (DC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
3.ODC-DC.5 With support, evaluate whether a digital source is factual or not by considering its use of evidence.			
3.ODC-DC.6 Use information gained digitally to determine where, when, why, and how key events occur.			

GRADE 3 GRAMMAR AND CONVENTIONS – GC

Grade 3: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Form and use the progressive and perfect verb tenses.</p> <p>b. Form and use comparative and superlative adjectives and adverbs.</p> <p>c. Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms.</p>	<p>3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</p> <p>3.WA.6 Use simple and compound sentences in informative/explanatory writing.</p> <p>3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses),</p>	<p>3.GC-GU.1.ECS Demonstrate understanding of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Identify correct verb tenses.</p> <p>b. Identify and use adjectives and adverbs.</p> <p>e. Use common proper, and possessive nouns.</p> <p>h. Communicate in complete sentences when appropriate to</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>d. Form and use regular and irregular plural nouns (e.g., fish, teeth).</p> <p>e. Use common, proper, and possessive nouns.</p> <p>f. Use coordinating and subordinating conjunctions.</p> <p>g. Produce, expand, and rearrange simple and compound sentences.</p> <p>h. Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.</p>	<p>adjectives, and/or adverbs within writing.</p> <p>3.WA.8 Use correct subject-verb and pronoun-antecedent agreement within writing.</p>	<p>task and situation to provide requested detail or clarification.</p> <p>3.WA.5 Identify nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within sentences.</p> <p>3.WA.6 Use simple and compound sentences in informative/explanatory writing.</p> <p>3.WA.7 Use nouns (regular, irregular, abstract), verbs (regular, irregular, simple tenses), adjectives, and/or adverbs within writing.</p> <p>3.WA.8 Use correct subject-verb and pronoun-antecedent agreement within writing.</p>	

Grade 3: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>3.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p>	<p>3.WA.10 Use quotation marks within writing.</p> <p>3.WA.9 Capitalize words in holidays, product names,</p>	<p>3.GC-M.2.ECS Demonstrate understanding of punctuation and capitalization when writing to create meaning.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>a. Commas in addresses and dates.</p> <p>b. Commas and quotation marks in dialogue.</p> <p>c. Forming and using possessives.</p> <p>d. Capitalize appropriate words in titles.</p>	<p>geographic names, and appropriate words in a title.</p> <p>3.WA.12 Use commas accurately in addresses or dialogue within writing.</p>	<p>b. Use or identify quotation marks within writing.</p> <p>d. Capitalize words in holidays, product names, geographic names, and appropriate words in a titles.</p> <p>3.WA.12 Use commas accurately in addresses or dialogue within writing.</p>	<p>Simplifies while maintaining rigor of the standard.</p>
<p>3.GC-M.3 Use knowledge of spelling in writing.</p> <p>a. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p> <p>b. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.</p> <p>c. Spell high-frequency irregular words correctly (e.g., who, what, why).</p> <p>d. Consult reference materials to check and correct spelling.</p>	<p>3.WA.11 Use conventional spelling (e.g., sitting, smiled, cries) and spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.</p>	<p>3.GC-M.3.ECS Use knowledge of spelling to identify or correctly spell words.</p> <p>a. Identify or uUse conventional spelling for high frequency words (e.g., sitting, smiled, cries).</p> <p>b. Identify or use spelling patterns (e.g., word families, syllable patterns, ending rules) in writing words.</p> <p>c. Identify correctly spelled high-frequency irregular words correctly (e.g., who, what, why).</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p> <p>Current IECS split into two separate bullets a and b.</p>

GRADE 4 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 4 FOUNDATIONAL READING SKILLS – FR

Grade 4: Phonics and Decoding (PH)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
4.FR-PH.3 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-appropriate multisyllabic words (e.g., depart, beneficial, recycle) in context and out of context.	<p>4.RWL.g1 Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.</p> <p>4.RWL.h2 Identify grade level words with accuracy and on successive attempts.</p>	<p>4.FR-PH.3.ECS Use letter-sound correspondences, syllabication patterns, and morphology (e.g., affixes) to identify and/or read multisyllabic words.</p> <p>4.RWL.h2 Identify grade level words with accuracy and on successive attempts.</p>	Simplifies while maintaining rigor and aligns more closely to the standard

GRADE 4 READING COMPREHENSION – RC

Grade 4: Text Complexity (TC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
4.RC-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 4–5 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	4.HD.h1 Read or be read to and recount self-selected stories, dramas, poetry and other types of text.	4.RC-TC.1.ECS Read or be read to and recount self-selected stories, dramas, poetry and other types of text at the student’s instructional level.	Simplifies while maintaining rigor and aligns more closely to the standard

Grade 4: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.RC-V.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>			

Grade 4: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.RC-TE.3 Refer to details and examples in grade-level texts when explaining what texts say explicitly and when drawing inferences from texts.</p>	<p>4.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.</p> <p>4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).</p>	<p>4.RC-TE.3.ECS Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>4.RL.i2 Refer to details and examples in a text when drawing basic inferences about a story, poem, or drama.</p> <p>4.RL.k1 Use details and examples in a text when explaining the author's purpose (e.g., what did the author use to scare you, surprise you?).</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

Grade 4: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).</p>	<p>4.RWL.h3 Read text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>4.RWL.i1 Use context to confirm or self-correct word recognition.</p>	<p>4.RC-RF.4.ECS Read instructional reading level text (including prose and poetry) with accuracy, appropriate rate, and expression (when applicable) on successive readings.</p> <p>4.HD.j1 Practice self-monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self-correct, ask questions, confirm predictions).</p> <p>4.RWL.i1 Use context to confirm or self-correct word recognition.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

Grade 4: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p> <p>a. Determine the central themes in stories (including myths and legends), poems, and plays and explain how they are supported by key details.</p>	<p>4.RL.k2 Determine the theme of a story, drama, or poem; refer to text to support answer.</p> <p>4.RL.h1 Answer questions related to the relationship between characters, setting, events, or conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p>	<p>4.RC-L.5.ECS Use evidence from literature to demonstrate understanding of instructional-level texts.</p> <p>a. Determine the theme of a story, drama, or poem; refer to text to support answer.</p> <p>b. Answer questions related to the relationship between characters, setting, events, or</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>b. Describe a character, setting, or event in depth in stories and plays, drawing on specific details in the texts (e.g., a character’s thoughts, words, or actions).</p> <p>c. Explain the overall structures of stories, plays, and poems and how each successive part builds on earlier sections.</p> <p>d. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.</p> <p>e. Compare and contrast the treatment of similar themes and patterns of events in stories, myths, and traditional literature from different cultures.</p>	<p>4.RL.m2 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>4.RL.m5 Compare the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.i3 Use evidence from the text to summarize a story, poem or drama.</p> <p>4.RL.I1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.</p> <p>4.RL.I2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.</p> <p>4.RL.m1 Determine the author's point of view (first- or third-person).</p> <p>4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>conflicts (e.g., characters and events, characters and conflicts, setting and conflicts).</p> <p>d. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>e. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures.</p> <p>4.RL.i3 Use evidence from the text to summarize a story, poem or drama.</p> <p>4.RL.I1 Describe character traits (e.g., actions, deeds, dialogue, description, motivation, interactions); use details from text to support description.</p> <p>4.RL.I2 Describe character motivation (e.g., actions, thoughts, words); use details from text to support description.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>4.RL.m1 Determine the author's point of view (first- or third-person).</p> <p>4.RL.m6 Compare the treatment of patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	

Grade 4: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. Determine the central ideas of texts and explain how they are supported by key details; summarize texts.</p> <p>b. Explain events, procedures, steps, ideas, or concepts found in historical, scientific, or technical texts, including what happened and why.</p> <p>c. Explain the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution,</p>	<p>4.RI.i3 Determine the main idea of an informational text.</p> <p>4.RI.j2 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.</p> <p>4.RI.n1 Identify facts that an author uses to support a specific point or opinion.</p> <p>4.RI.m1 Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>4.RC-NF.6.ECS Use evidence from nonfiction works to demonstrate understanding of instructional-level texts.</p> <p>a. Determine the main idea of an informational nonfiction text and identify supporting details.</p> <p>b. Explain or identify events, procedures, steps, ideas, or concepts found in historical, scientific, or technical texts.</p> <p>c. 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.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>cause-effect) and how each successive part builds on earlier sections.</p> <p>d. Explain how authors use evidence and reasons to support specific points in texts.</p> <p>e. Combine information from two texts on the same topic, noting important similarities and differences in focus and the information provided.</p>	<p>4.HD.h2 Report out about two or more texts on the same self-selected topic.</p> <p>4.RI.i4 Identify supporting details of an informational text.</p> <p>4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).</p> <p>4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.</p> <p>4.RI.k1 Determine if information in a text is firsthand or secondhand.</p> <p>4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.</p> <p>4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.</p> <p>4. RI.k5 Identify reasons that the author uses to support ideas in an informational text.</p>	<p>d. Identify facts that an author uses to support a specific point or opinion.</p> <p>e. Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>4.HD.h2 Report out about two or more texts on the same self-selected topic.</p> <p>4.RI.i4 Identify supporting details of an informational text.</p> <p>4.RI.j1 Identify signal words that help determine what the text structure is in an informational text (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).</p> <p>4.RI.j3 Organize information presented in an informational text to demonstrate the text structure.</p> <p>4.RI.k1 Determine if information in a text is firsthand or secondhand.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>4.RI.k2 Compare and contrast a firsthand and secondhand account of the same event or topic.</p> <p>4.RI.k3 Compare and contrast how different authors use reasons and evidence to support the same topics across texts.</p> <p>4.RI.n1 Identify reasons that the author uses to support ideas in an informational text.</p>	

GRADE 4 VOCABULARY DEVELOPMENT – VD

Grade 4: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade-level content</i>, choosing flexibly from a range of strategies:</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrases.</p>	<p>4.RWL.j2 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</p> <p>4.RWL.i2 Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.</p>	<p>4.VD-WB.1.ECS Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area instructional level text content.</p> <p>a. Use context to determine the meaning of unknown or multiple meaning words, or words showing shades of meaning.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>b. Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., <i>thermometer, thermos, thermostat</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.</p>	<p>4.RWL.i3 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>4.RWL.i4 Use a glossary, dictionary, or thesaurus to determine the meaning of a word.</p>	<p>b. Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>c. Use a glossary, dictionary, or thesaurus to determine the meaning of a word.</p>	
<p>4.VD-WB.2 Determine how words and phrases provide meaning and nuance to grade-level texts:</p> <p>a. Recognize and explain the meaning of idioms, adages, and proverbs in context.</p> <p>b. Distinguish shades of meaning among related words that describe subtle differences (e.g., <i>shook, trembled, wavered, quivered</i>).</p>	<p>4.RWL.i5 Relate words to their opposites (antonyms).</p> <p>4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).</p> <p>4.RWL.k1 Identify simple similes in context.</p> <p>4.RWL.k2 Identify simple metaphors in context.</p> <p>4.RWL.k3 Identify the meaning of common idioms.</p>	<p>4.VD-WB.2.ECS Determine or identify how words and phrases provide meaning to instructional level text:</p> <p>a. Recognize and explain the meaning of idioms, adages, and proverbs (figurative language) in context</p> <p>b. Distinguish shades of meaning among related words that describe subtle differences (e.g., <i>shook, trembled, wavered, quivered</i>).</p> <p>4.RWL.i5 Relate words to their opposites (antonyms).</p> <p>4.RWL.i6 Relate words to words with similar but not identical meanings (synonyms).</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>4.RWL.k1 Identify simple similes in context.</p> <p>4.RWL.k2 Identify simple metaphors in context.</p> <p>4.RWL.k3 Identify the meaning of common idioms.</p>	

Grade 4: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases <i>occurring in grade-level</i> reading and content, including those that signal precise actions or states of being (e.g., <i>frustrated, puzzled, stammered</i>) and vocabulary essential to a particular topic (e.g., <i>heroes, villains, quest, fate</i> when discussing myths). Use these words in discussions and writing.</p>	<p>4.WA.13 Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</p> <p>4.RWL.j1 Use general academic and domain specific words and phrases accurately.</p> <p>4.RWL.k4 Determine the meaning of literal and non-literal words and phrases as they are used in a text.</p>	<p>4.VD-AV.3.ECS Use grade appropriate general academic and domain-specific vocabulary accurately within writing.</p> <p>4.RWL.j1 Use general academic and domain specific words and phrases accurately.</p> <p>4.RWL.k4 Determine the meaning of literal and non-literal words and phrases as they are used in a text.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

GRADE 4 RESEARCH – RS

Grade 4: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.RS-IP.1 Conduct short research tasks to take some action or share findings orally or in writing by identifying what information is needed to answer a research question, using text features and search tools to gather relevant information efficiently; and taking notes, categorizing that information, and providing a list of sources.</p>	<p>4.WI.k1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</p> <p>4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.</p> <p>4.WI.l2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>4.WI.l4 Sort evidence collected from print and/or digital sources into provided categories.</p> <p>4.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>4.WI.n1 Identify key details from an informational text.</p> <p>4.WL.h1 Recall relevant information from experiences for use in writing.</p>	<p>4.RS-IP.1.ECS With guidance and support, conduct short research tasks and share findings to answer a research question.</p> <p>4.WI.k1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</p> <p>4.WI.k2 Provide a list of sources that contributed to the content within a writing piece.</p> <p>4.WI.l2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>4.WI.l4 Sort evidence collected from print and/or digital sources into provided categories.</p> <p>4.WI.l5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>4.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.</p> <p>4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>4.WP.i1 Recall relevant information from experiences for use in writing.</p> <p>4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.</p>	<p>4.WL.n1 Identify key details from an informational text.</p> <p>4.WL.h1 Recall relevant information from experiences for use in writing.</p> <p>4.WL.i1 Gather information (e.g., highlight in text, quote or paraphrase from text) from print and/or digital sources.</p> <p>4.WL.i2 Take brief notes and categorize information(e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>4.WP.i1 Recall relevant information from experiences for use in writing.</p> <p>4.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>4.WP.j2 Take brief notes and categorize information (e.g., graphic organizers, notes, labeling, listing) from sources.</p> <p>4.WP.j5 Provide a list of sources that contributed to the content within a writing piece.</p>	

Grade 4: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
4.RS-DR.2 Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		4.RS-DR.2.ECS Read or be read a series of texts organized around a variety of conceptually related topics to build knowledge about the world.	Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.

GRADE 4 WRITING – W

Grade 4: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
4.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.	<p>4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or audience.</p> <p>4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</p> <p>4.WP.p1 Produce a clear coherent permanent product that is</p>	<p>4.W-RW.1.ECS Develop flexibility in writing for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.</p> <p>4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or audience.</p> <p>4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	appropriate to the specific task, purpose, and audience.	4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.	
<p>4.W-RW.2 Write arguments that introduce the topic; express a clear opinion supported with facts, details and reasons; and provide a concluding statement or section.</p>	<p>4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</p> <p>4.WP.l1 Provide reasons which include facts and details that support a stated opinion.</p> <p>4.WP.m1 Create an organizational structure that lists reasons in a logical order.</p> <p>4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>4.WP.n1 Provide a concluding statement or section related to the opinion presented.</p>	<p>4.W-RW.2.ECS With support, write arguments that introduce the topic; express a clear opinion supported with facts, details and reasons; and provide a concluding statement or section.</p> <p>4.WP.k1 Introduce the topic or text within persuasive writing by stating an opinion.</p> <p>4.WP.l1 Provide reasons which include facts and details that support a stated opinion.</p> <p>4.WP.m1 Create an organizational structure that lists reasons in a logical order.</p> <p>4.WP.m2 Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>4.WP.n1 Provide a concluding statement or section related to the opinion presented.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification with support.</p>
<p>4.W-RW.3 Write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.</p>	<p>4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.</p>	<p>4.W-RW.3.ECS With support, write informational texts that introduce the topic; develop the focus with facts, details or other information; and provide a concluding statement or section.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic.</p> <p>4.WI.q1 Provide a concluding statement or section to support the information presented.</p>	<p>4.WI.l3 Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>4.WI.m1 Introduce a topic clearly and group related information in paragraphs and sections.</p> <p>4.WI.n2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>4.WI.o1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>4.WI.p1 Include formatting (e.g., headings, bulleted information), illustrations, and multimedia when appropriate to convey information about the topic.</p> <p>4.WI.q1 Provide a concluding statement or section to support the information presented.</p>	
<p>4.W-RW.4 Write personal or fictional narratives that organize the writing around a central problem, conflict, or experience; use descriptions or dialogue to develop the characters or event(s); and provide a sense of closure.</p>	<p>4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.</p> <p>4.WL.j2 Sequence events in writing that unfold naturally.</p>	<p>4.W-RW.4.ECS With support write personal narratives that organize the writing around a central problem, conflict, or experience; use descriptions to develop the characters or event(s); and provide a sense of closure.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.</p> <p>4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>	<p>4.WL.j1 Orient the reader by setting up the context for the story and introducing a narrator and/or characters.</p> <p>4.WL.j2 Sequence events in writing that unfold naturally.</p> <p>4.WL.k1 When appropriate, use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>4.WL.k2 Use concrete words and phrases and sensory details to convey experiences and events.</p> <p>4.WL.l1 Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>4.WL.m1 Provide a conclusion (concluding sentence, paragraph, or extended ending) that follows from the narrated experiences or events.</p>	<p>Simplifies while maintaining rigor of the standard.</p>
<p>4.W-RW.5 Organize related information together in paragraphs using precise language and linking words and phrases to connect details and ideas.</p>	<p>4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or audience.</p> <p>4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</p>	<p>4.W-RW.5.ECS With support produce a clear, coherent permanent product using precise language and linking words and phrases to connect details and ideas.</p> <p>4.WI.s2 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, or audience.</p> <p>4.WL.o1 Produce a clear, coherent, permanent product that is appropriate to</p>	<p>Combined and revised the Extended Content Standards while maintaining rigor and aligns more closely to the standard</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</p>	<p>the specific task, purpose (e.g. to entertain), or audience.</p> <p>4.WP.p1 Produce a clear coherent permanent product that is appropriate to the specific task, purpose, and audience.</p>	
<p>4.W-RW.6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p>	<p>4.WI.I1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>4.WI.I6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.</p> <p>4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on an literary topic (e.g., select a topic, draft outline, develop narrative).</p>	<p>4.W-RW.6.ECS With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion), revise and edit.</p> <p>4.WI.I6 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>4.WI.r1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>4.WI.s1 With guidance and support from peers and adults, strengthen writing by revising.</p> <p>4.WL.h2 With guidance and support from peers and adults, develop a plan for writing based on an literary topic (e.g., select a topic, draft outline, develop narrative).</p> <p>4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g.,</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>4.WL.i3 Draft an outline in which the development and organization are appropriate to the task and purpose (e.g., to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</p> <p>4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</p> <p>4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story).</p> <p>4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p> <p>4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</p> <p>4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p>	<p>to introduce real or imagined experiences or events, elaborate on experiences or events with details and techniques, provide a meaningful conclusion).</p> <p>4.WL.n1 With guidance and support from peers and adults, edit narrative writing for clarity and meaning.</p> <p>4.WL.o2 With guidance and support from peers and adults, strengthen writing by revising. (e.g., review product, strengthening story).</p> <p>4.WP.j3 With guidance and support from peers and adults, develop a plan for writing.</p> <p>4.WP.j4 Draft an outline in which the development and organization are appropriate to the task, purpose, and audience. (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</p> <p>4.WP.o1 With guidance and support from peers and adults, edit writing for clarity and meaning.</p> <p>4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	4.WP.p2 With guidance and support from peers and adults, strengthen writing by revising and editing.		

Grade 4: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
4.W-HWK.7 Write legibly and fluently in cursive by hand, forming letters and words that can be easily read by others.			
4.W-HWK.8 Use technology to produce and publish writing, demonstrating sufficient command of keyboarding skills.	<p>4.WA.2 With guidance and support from adults, use technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p> <p>4.WA.1 Develop keyboarding skills.</p>	<p>4.W-HWK.8.ECS With guidance and support from adults, use develop keyboarding or technology skills to write to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p> <p>4.WA.1 Develop keyboarding skills.</p>	Combined while maintaining rigor and aligns more closely to the standard

GRADE 4 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 4: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments that build on and link to others' remarks; clarifying or following up on information; and reviewing key ideas expressed and explaining one's understanding.</p>	<p>4.HD.i3 Make appropriate comments that contribute to a collaborative discussion.</p> <p>4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p>4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</p> <p>4.HD.i4 Review the key ideas expressed within a collaborative discussion.</p>	<p>4.ODC-OC.1.ECS Make appropriate comments that build on and link to others' remarks to contribute in to a collaborative discussion and ask questions to clarify and/or follow up on information.</p> <p>4.HD.i1 Provide evidence of being prepared for discussions on a topic or text through appropriate statements made during discussion.</p> <p>4.HD.i2 Ask questions to check understanding of information presented in collaborative discussions.</p> <p>4.HD.i4 Review the key ideas expressed within a collaborative discussion.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>
<p>4.ODC-OC.2 Paraphrase portions of a text read aloud, or information presented in diverse media (audio, visual, and quantitative).</p>	<p>4.RI.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>4.ODC-OC.2.ECS Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Removed redundant standard</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>4.RL.i5 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
<p>4.ODC-OC.3 Identify the reasons and evidence a speaker provides to support particular points being made.</p>	<p>4.RI.k4 Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>4.ODC-OC.3.ECS Identify the reasons and evidence a speaker provides to support particular points.</p> <p>4.RL.k3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Removed redundant standard</p>
<p>4.ODC-OC.4 Report orally 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, speaking clearly at an understandable pace.</p>	<p>4.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</p> <p>4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details.</p>	<p>4.ODC-OC.4.ECS Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</p> <p>4.WP.m3 Elaborate on each reason given in support of an opinion with relevant details.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

Grade 4: Digital Communications (DC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.ODC-DC.5 Evaluate whether a digital source is factual or opinion-based by considering its use of evidence and whose point-of-view is represented or missing.</p>		<p>4.ODC-DC.5.ECS With guidance and support, identify whether a digital source is factual or opinion-based.</p>	<p>All students need should have access to this skill, simplifies while maintaining rigor and aligns more closely to the standard.</p>
<p>4.ODC-DC.6 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, or interactive elements) on Web pages.</p>	<p>4.RI.I1 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.</p> <p>4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.</p> <p>4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.</p>	<p>4.ODC-DC.6.ECS 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.</p> <p>4.RI.h4 Use information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) to answer questions.</p> <p>4.RI.h5 Explain how the information presented visually, orally, or quantitatively contributes to the understanding of the text in which it appears.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

GRADE 4 GRAMMAR AND CONVENTIONS – GC

Grade 4: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Recognize subject-predicate relationship in sentences.</p> <p>b. Use principal modals to convey various conditions (e.g., can, may, must).</p> <p>c. Order adjectives within sentences according to conventional patterns.</p> <p>d. Use relative pronouns and relative adverbs.</p> <p>e. Form and use prepositional phrases.</p> <p>f. Correctly use frequently confused common words (e.g., to/too/two).</p> <p>g. Ensure subject-verb agreement.</p> <p>h. Produce complete sentences; recognize and correct</p>	<p>4.WA.5 Use relative pronouns and relative adverbs in writing.</p> <p>4.WA.6 Use prepositional phrases in writing.</p> <p>4.WA.7 Produce simple, compound, and complex sentences in writing.</p> <p>4.WA.8 Recognize and correct inappropriate fragments and run-on sentences.</p>	<p>4.GC-GU.1.ECS Demonstrate understanding of the conventions of English grammar and usage when writing or speaking.</p> <p>d. Use relative pronouns and relative adverbs in writing.</p> <p>e. Use prepositional phrases in writing.</p> <p>h. Produce simple, compound, and complex sentences in writing.</p> <p>g. Ensure subject-verb agreement.</p> <p>4.WA.8 Recognize and correct inappropriate fragments and run-on sentences.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>inappropriate fragments and run-ons.</p> <p>i. 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.</p>			

Grade 4: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>4.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>a. Commas in a series.</p> <p>b. Quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use correct capitalization.</p>	<p>4.WA.9 Use correct capitalization in writing.</p> <p>4.WA.10 Use commas and quotation marks in writing.</p>	<p>4.GC-M.2.ECS Demonstrate understanding of the conventions of English punctuation and capitalization when writing to create meaning.</p> <p>a. Use commas in a series and quotation marks in writing.</p> <p>c. Use correct capitalization in writing.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>
<p>4.GC-M.3 Spell grade level words correctly, including commonly confused words (e.g., there/their/they're).</p>	<p>4.WA.11 Spell words correctly in writing, consulting references as needed.</p>	<p>4.GC-M.3.ECS Spell words correctly in writing, consulting references as needed.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

GRADE 5 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 5 FOUNDATIONAL READING SKILLS – FR

Grade 5: Phonics and Decoding (PH)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
5.FR-PH.3 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar grade-level multisyllabic words (e.g., disallow, misinform, transaction) in context and out of context.	5.RWL.b1 Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	5.FR-PH.3.ECS Use morphemes knowledge of letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.	Simplifies while maintaining rigor and aligns more closely to the standard.

GRADE 5 READING COMPREHENSION – RC

Grade 5: Text Complexity (TC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
5.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 4–5 band. (See the Quantitative Analysis Chart for	5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction and nonfiction novels. 5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts.	5.RC-TC.1.ECS Read or listen to and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the student’s instructional level.	Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification. Simplifies while maintaining rigor of the standard.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
Determining Text Complexity in the Resource Reference.	5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	5.HD.a1 Read or be read to a variety of texts including graphic novels, poetry, fiction and nonfiction novels. 5.RI.a1 Use a variety of strategies (e.g., use context, affixes and roots) to derive meaning from a variety of print/non-print texts. 5.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	

Grade 5: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
5.RC-V.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.			

Grade 5: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.RC-TE.3 Draw evidence from grade-level texts to explain what is said explicitly and when drawing inferences, including quoting from texts accurately.</p>	<p>5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.</p> <p>5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.</p>	<p>5.RC-TE.3.ECS Use specific details from the text to support inferences and explanations from texts to explain what is said explicitly and when drawing inferences, quoting or identifying from texts accurately.</p> <p>5.RI.c2 Quote accurately from a text when explaining what the text says explicitly.</p> <p>5.RL.b1 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>5.RL.b2 Refer to specific text evidence to support inferences, interpretations, or conclusions.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Grade 5: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017</p>	<p>5.RWL.a1 Use context to confirm or self-correct word recognition.</p>	<p>5.RC-RF.4.ECS Read instructional-level text with accuracy, automaticity, appropriate rate, and expression in successive</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
Hasbrouck and Tindal norms listed in Resource Reference .		readings to support comprehension. 5.RWL.a1 Use context to confirm or self-correct word recognition.	Simplifies while maintaining rigor of the standard.

Grade 5: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p> <p>a. Summarize a text and determine the central themes of stories, plays, or poems, including how they are developed using details.</p> <p>b. Compare and contrast two or more characters, settings, or events in stories and plays, drawing on specific details in the texts.</p> <p>c. Explain how chapters, scenes, or stanzas work together to provide the overall structure of a literary text.</p> <p>d. Explain how a narrator’s or speaker’s point of view influence</p>	<p>5.RL.c3 Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>5.RL.d1 Compare characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</p> <p>5.RL.e2 Explain how a series of chapters fits together to provide the overall structure of a particular text.</p> <p>5.RL.f2 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>5.RC-L.5.ECS. Use evidence from literature to demonstrate understanding of instructional-level texts.</p> <p>a. Summarize to determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>b. Compare and contrast characters, settings, events within a story; provide or identify specific details in the text to support the comparison.</p> <p>c. Explain how a series of chapters fits together to provide the overall structure of a particular text.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>how events are described in stories, plays, or poems.</p> <p>e. Compare and contrast stories in the same genre on their approaches to similar themes.</p>	<p>5.RL.d3 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.</p> <p>5.RL.c2 Summarize a text from beginning to end in a few sentences.</p> <p>5.RL.d2 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).</p> <p>5.RL.e1 Use signal words to identify common types of text structure within a text.</p> <p>5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed.</p>	<p>d. Describe how a narrator's or speaker's point of view influences how events are described.</p> <p>e. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>5.RL.c1 Summarize a portion of text such as a paragraph or a chapter.</p> <p>5.RL.c2 Summarize a text from beginning to end in a few sentences.</p> <p>5.RL.d2 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).</p> <p>5.RL.e1 Use signal words to identify common types of text structure within a text.</p> <p>5.RL.f3 Explain how the description of characters, setting, or events might change if the person telling the story changed.</p>	

Grade 5: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. Explain the central ideas of texts, including how they are developed using details; summarize texts.</p> <p>b. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical texts.</p> <p>c. Explain how series of chapters or sections fit together to provide the overall structure of informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).</p> <p>d. Explain how authors use evidence and reasons to support specific claims in texts, identifying which reasons and evidence support which claims.</p> <p>e. Integrate information from several texts on the same event or topic to demonstrate a</p>	<p>5.RI.d1 Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.</p> <p>5.RI.d5 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.</p> <p>5.RI.e3 Identify reasons and evidence that support an author's point(s) in a text.</p> <p>5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</p> <p>5.RI.b2 Use signal word to identify common types of text structure.</p> <p>5.RI.d2 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.</p>	<p>5.RC-NF.6.ECS Use evidence from nonfiction works to demonstrate understanding of Instructional-level texts.</p> <p>a. Explain or identify the central ideas of texts.</p> <p>b. Explain/identify the relationship between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text.</p> <p>c. 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.</p> <p>d. Identify or explain reasons and evidence that support an author's point(s) in a text.</p> <p>5.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>coherent understanding of the information.</p>	<p>5.RI.d3 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 across texts.</p> <p>5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.</p> <p>5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>5.RI.f1 Identify key details from multiple sources on the same topic (e.g., what are the important things that you learned?).</p> <p>5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</p> <p>5.RI.g1 Identify the author's stated thesis/claim/opinion.</p> <p>5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.</p>	<p>5.RI.b2 Use signal word to identify common types of text structure.</p> <p>5.RI.d2 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.</p> <p>5.RI.d3 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 across texts.</p> <p>5.RI.e1 Note important similarities and differences in the point of view of multiple accounts of the same event or topic.</p> <p>5.RI.e2 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>5.RI.f1 Identify key details from multiple sources on the same</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>topic (e.g., what are the important things that you learned?).</p> <p>5.RI.f2 Integrate information on a topic from multiple sources to answer a question or support a focus or opinion.</p> <p>5.RI.g1 Identify the author's stated thesis/claim/opinion.</p> <p>5.RI.g2 Identify evidence the author uses to support stated thesis/claim/opinion.</p>	

GRADE 5 VOCABULARY DEVELOPMENT – VD

Grade 5: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as clues to the meaning of words or phrase.</p>	<p>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.</p> <p>5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>5.RWL.d1 Consult reference materials (e.g., dictionaries,</p>	<p>5.VD-WB.1 Use a range of strategies to determine or clarify the meaning of a word. Strategies may include (but not be limited to): using context, roots or affixes, consulting reference materials, visual support, etc.</p> <p>5.RWL.a2 Use context to determine the meaning of unknown or multiple meaning words or phrases.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>b. Use common Greek and Latin affixes and roots as clues to the meaning of words (e.g., biography, biology, biohazard).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation and clarify the precise meaning of key words and phrases.</p>	<p>glossaries, thesauruses) to find the pronunciation of a word.</p> <p>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	<p>5.RWL.b2 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>5.RWL.d1 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and precise meaning of a word.</p> <p>5.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	
<p>5.VD-WB.2 Determine how words and phrases provide meaning and nuance to grade-level texts.</p> <p>a. Recognize and explain the meaning of figurative language such as metaphors and similes, in context.</p> <p>b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).</p>		<p>5.VD-WB.2.ECS Determine how words and phrases provide meaning and nuance to instructional-level texts.</p> <p>a. Recognize and explain the meaning of figurative language such as metaphors and similes, in context.</p> <p>b. Distinguish shades of meaning among related words that describe different states or subtleties (e.g., sang, trilled, chirped, chorused).</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p>

Grade 5: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases <i>occurring in grade-level reading and content</i>, including those that signal contrast, addition, connection, and other logical relationships (e.g., <i>therefore, for example, meanwhile, on the other hand</i>). Use these words in discussions and writing.</p>	<p>5.RWL.c1 Use general academic and domain specific words and phrases accurately.</p> <p>5.RWL.a3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>5.VD-AV.3.ECS Use general academic and domain specific words and phrases accurately.</p> <p>5.RWL.a3 Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

GRADE 5 RESEARCH – RS

Grade 5: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.RS-IP.1 Conduct short research tasks to take some action or share findings orally or in writing by formulating research questions; gathering relevant and reliable information from both primary and secondary sources as appropriate; paraphrasing and quoting ideas and information; and respecting copyright</p>	<p>5.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) from print and/or digital sources that are relevant to the topic.</p> <p>5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.</p> <p>5.WI.b4 Follow steps to complete a short research project (e.g.,</p>	<p>5.RS-IP.1.ECS With guidance and support, conduct short research tasks and share findings to identify or formulate a research question.</p> <p>5.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) from print and/or digital sources that are relevant to the topic.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>guidelines for use of that information and any images.</p>	<p>determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</p>	<p>5.WI.a2 Provide a list of sources that contributed to the content within a writing piece.</p> <p>5.WI.b4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>5.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>5.WP.b3 Provide a list of sources that contributed to the content within a writing piece.</p>	

Grade 5: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.RS-DR.2 Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>		<p>5.RS-DR.2.ECS Read or listen to a series of texts organized around a variety of conceptually related topics to build knowledge about the world.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p>

GRADE 5 WRITING – W

Grade 5: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p>	<p>5.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</p>	<p>5.W-RW.1.ECS Develop flexibility in writing for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p> <p>5.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>
<p>5.W-RW.2 Write arguments that introduce the topic clearly; express a distinct opinion supported with adequate facts, ideas, and reasons that are logically grouped and provide a concluding section.</p>	<p>5.WP.c1 Provide an introduction that states own opinion within persuasive text.</p> <p>5.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's opinion.</p> <p>5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive writing.</p>	<p>5.W-RW.2.ECS With support, write arguments that introduce the topic; express a clear opinion supported with adequate facts, ideas, and reasons that are logically grouped and provide a concluding section.</p> <p>5.WP.c1 Provide an introduction that states own opinion within persuasive text.</p> <p>5.WP.c2 Create an organizational structure in which ideas are</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.</p>	<p>logically grouped to support the writer's opinion.</p> <p>5.WP.d1 Provide relevant facts and reasons to support stated opinion within persuasive writing.</p> <p>5.WP.g1 Provide a clear concluding statement or section related to the opinion stated.</p>	
<p>5.W-RW.3 Write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples from multiple sources that are logically grouped, including headings to support the purpose; and provide a concluding section.</p>	<p>5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p> <p>5.WI.c1 Provide an introduction that includes context/background information and establishes a central idea or focus about a topic.</p> <p>5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.</p>	<p>5.W-RW.3.ECS With support, write informational texts that introduce the topic; develop the focus with relevant facts, details, and examples that are logically grouped, and provide a concluding statement or section.</p> <p>5.WI.b3 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p> <p>5.WI.c1 Provide an introduction that includes context/background information and establishes a central idea or focus about a topic.</p> <p>5.WI.d1 Support a topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.</p> <p>5.WI.g1 Provide a concluding statement or section to summarize the information presented.</p>	<p>5.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>5.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.</p> <p>5.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when appropriate to convey information about the topic.</p> <p>5.WI.g1 Provide a concluding statement or section to summarize the information presented.</p>	
<p>5.W-RW.4 Write personal or fictional narratives that establish a situation and narrator; organize around a central problem, conflict, or experience using descriptions, dialogue or pacing to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated events.</p>	<p>5.WL.b1 Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p>5.WL.c1 Organize ideas and events so that they unfold naturally.</p> <p>5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>5.W-RW.4.ECS With support, write personal narratives that establish a situation, organize around a central problem, conflict, or experience, using descriptions to develop the characters, event(s), or experience(s); and provide a conclusion.</p> <p>5.WL.b1 Orient the reader by establishing a situation and</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.</p> <p>5.WL.g1 Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated events.</p>	<p>introducing a narrator and/or characters.</p> <p>5.WL.c1 Organize ideas and events so that they unfold naturally.</p> <p>5.WL.c2 Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>5.WL.c3 Use transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5.WL.d1 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5.WL.e1 Write a narrative that includes smaller segments of conflict and resolution in the text that contribute to the plot.</p> <p>5.WL.g1 Provide a conclusion (e.g., concluding sentence, paragraph, or extended ending) that follows from the narrated events.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.W-RW.5 Produce clear and coherent organizational structures of multiple paragraphs in which facts and details are logically grouped and linking words and phrases connect details and ideas.</p>	<p>5.WI.h2 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</p> <p>5.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</p> <p>5.WP.h1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, and audience.</p>	<p>5.W-RW.5.ECS With support, produce clear and coherent permanent product in which facts or details are logically grouped and linking words and phrases connect details and ideas.</p> <p>5.WI.h2 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader).</p> <p>5.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), or audience.</p> <p>5.WP.h1 Produce a clear coherent permanent product (e.g., select/generate responses to form paragraphs or essay) that is appropriate to the specific task, purpose, and audience.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>
<p>5.W-RW.6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing should</p>	<p>5.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>5.W-RW.6.ECS With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach (e.g., determine the</p>	<p>Combined two Extended Content Standards to simplify and better align.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>demonstrate command of grade-level Grammar and Conventions.)</p>	<p>5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.</p> <p>5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</p> <p>5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your argument, and provide a meaningful conclusion).</p> <p>5.WP.h2 With guidance and support from peers and adults,</p>	<p>topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>5.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>5.WI.h1 With guidance and support from peers and adults, strengthen writing by revising and editing.</p> <p>5.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</p> <p>5.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>5.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your opinion, gather evidence, create your</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	strengthen writing by revising and editing.	argument, and provide a meaningful conclusion). 5.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.	

Grade 5: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
5.W-HWK.7 Write in cursive legibly and fluently by hand with a consistent form and recognizable signature.			
5.W-HWK.8 Use technology to produce and publish writing demonstrating sufficient command of keyboarding skills.	5.WA.2 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing). 5.WA.1 Develop keyboarding skills.	5.W-HWK.8.ECS With guidance and support, u Use keyboarding technology skills to write. produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing). 5.WA.1 Develop keyboarding skills.	Combined while maintaining rigor and aligns more closely to the standard

GRADE 5 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 5: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by carrying out assigned roles; making comments and posing and responding to questions that contribute to the discussion and elaborate on others’ remarks; and reviewing key ideas expressed and drawing conclusions considering the discussion.</p>	<p>5.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</p> <p>5.HD.e2 Review the key ideas expressed within a collaborative discussion.</p>	<p>5.ODC-OC.1.ECS Make appropriate comments that build on and link to other’s remarks to contribute to a collaborative discussion, and ask questions to clarify and/or follow up on information.</p> <p>5.HD.e2 Review the key ideas expressed within a collaborative discussion.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>
<p>5.ODC-OC.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>5.RI.c5 Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</p> <p>5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.</p>	<p>5.ODC-OC.2.ECS Summarize the text or a portion of the text read, read aloud, or presented in diverse media.</p> <p>5.RL.f1 Determine the narrative point of view of a text read, read aloud or viewed.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>
<p>5.ODC-OC.3 Summarize the major points a speaker makes and explain how each is supported by reasons and evidence.</p>	<p>5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.</p> <p>5.RI.c6 Summarize the points a speaker makes.</p>	<p>5.ODC-OC.3.ECS Summarize or identify a major point a speaker makes and explain how it is supported by reasons and evidence.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>5.RI.g3 Identify a speaker's points or claims.</p> <p>5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.</p>	<p>5.WP.a2 Explain how at least one claim in a discussion is supported by reasons and evidence.</p> <p>5.RI.c6 Summarize the points a speaker makes.</p> <p>5.RI.g3 Identify a speaker's points or claims.</p> <p>5.RI.g4 Identify reasons and evidence that a speaker provides to support points or claims.</p>	<p>Simplifies while maintaining rigor of the standard.</p>
<p>5.ODC-OC.4 Report orally on a topic or text or present an argument, sequencing ideas logically and using appropriate facts and relevant descriptive details to support main ideas or themes and speaking clearly at an understandable pace.</p>	<p>5.WA.3 Report on a topic, story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</p> <p>5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details.</p>	<p>5.ODC-OC.4.ECS Report on a topic or story or claim using a logical sequence of ideas, appropriate facts, and relevant, descriptive details.</p> <p>5.WP.e2 Elaborate on each fact or reason given in support of an opinion with relevant details.</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

Grade 5: Digital Communications (DC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.ODC-DC.5 Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv).</p>	<p>5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</p> <p>5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</p>	<p>5.ODC-DC.5.ECS With guidance and support, Identify the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv).</p> <p>5.WA.4 Include multimedia components (e.g., graphics, sound) and visual displays in presentation when appropriate to enhance the development of topic.</p> <p>5.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>
<p>5.ODC-DC.6 Use information from multiple digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.</p>		<p>5.ODC-DC.6.ECS With guidance and support use information from digital sources, to locate an answer to a question or to solve a problem.</p>	<p>All students should have access to this skill</p>
<p>5.ODC-DC.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text presented digitally.</p>	<p>5.RL.e3 Describe how visual and multimedia elements contribute to the meaning or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>5.ODC-DC.7.ECS Identify and describe how visual and multimedia elements contribute to the meaning or tone of a text presented digitally (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>Simplifies while maintaining rigor and aligns more closely to the standard</p>

GRADE 5 GRAMMAR AND CONVENTIONS – GC

Grade 5: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Form and use irregular verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.</p> <p>b. Recognize and correct inappropriate shifts in verb tense and number.</p> <p>c. Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions, and interjections appropriate to function.</p> <p>d. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>e. Use coordinating (e.g., and, but), subordinating (e.g., although, because), and correlative (e.g., either/or) conjunctions to join words and phrases in a sentence.</p> <p>f. Expand, combine, and reduce sentences for meaning,</p>	<p>5.WA.6 Recognize and correct inappropriate shifts in verb tense.</p> <p>5.WA.8 Identify and use conjunctions, prepositions, and interjections in writing.</p> <p>5.WA.12 Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.</p> <p>5.WA.7 Use appropriate verb tense to convey times, sequence, state, and condition.</p>	<p>5.GC-GU.1.ECS With guidance and support demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Recognize and use irregular verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.</p> <p>b. Recognize and correct inappropriate shifts in verb tense.</p> <p>e. Identify and use conjunctions, prepositions, and interjections in writing.</p> <p>f. Expand, combine, and reduce sentences for meaning, reader interest, and style within writing.</p> <p>5.WA.7. Use appropriate verb tense to convey times, sequence, state, and condition.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>reader/listener interest, and style.</p> <p>g. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>			

Grade 5: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>5.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>a. Commas before a coordinating conjunction.</p> <p>b. Commas to separate an introductory element from the rest of the sentence (e.g., <i>Yes, thank you, It's true, isn't it?</i>).</p> <p>c. Underlining, quotation marks, or italics to indicate titles of works.</p>	<p>5.WA.10 Use commas accurately in writing.</p> <p>5.WA.9 Use punctuation to separate items in a series.</p>	<p>5.GC-M.2.ECS Use a variety of methods to demonstrate understanding of conventions in English punctuation and capitalization when writing to create meaning.</p> <p>a. Use commas accurately in writing before a coordinating conjunction.</p> <p>5.WA.9 Use punctuation to separate items in a series.</p>	<p>Current Idaho Content standard is appropriate for students with significant cognitive impairment with modification.</p> <p>Simplifies while maintaining rigor of the standard.</p>
<p>5.GC-M.3 Spell grade-level words correctly, including commonly confused words (e.g., its/it's, affect/effect).</p>	<p>5.WA.11 Spell words correctly in writing, consulting references as needed.</p>	<p>5.GC-M.3.ECS Spell words correctly in writing, consulting references as needed.</p>	<p>This will align the language to the grade level content standard, and combining them will make it more concise and reflect the nature of the entire activity.</p>

GRADE 6 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 6 READING COMPREHENSION – RC

Grade 6: Text Complexity (TC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.RC-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 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)</p>	<p>6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.</p> <p>6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</p>	<p>6.RC-TC.1.ECS Read or be read listen to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels. representing a balance of genres, cultures, and perspectives and use a variety of strategies to derive meaning.</p> <p>6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</p>	<p>This will align the language to the grade level content standard, and combining them will make it more concise and reflect the nature of the entire activity.</p>

Grade 6: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.RC-V.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>		<p>6.RC-V.2.ECS Engage in reading with support to build knowledge and vocabulary.</p>	<p>Makes the standard more concise to build knowledge and vocabulary.</p>

Grade 6: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.RC-TE.3 Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting and paraphrasing from texts accurately.</p>	<p>6.RI.d2 Use textual evidence to support inferences.</p> <p>6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</p> <p>6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.</p>	<p>6.RC-TE.3.ECS Use specific details from the text to support inferences and explanations.</p> <p>6.RI.d2 Use textual evidence to support inferences.</p> <p>6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</p> <p>6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.</p>	<p>Combines all current extended content standards that align and making it applicable to all reading.</p>

Grade 6: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).</p>		<p>6.RC-RF.4.ECS Read at student’s instructional level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension</p>	Align language as well including a new standard to show importance in reading instruction

Grade 6: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p> <p>a. Explain stated or implied themes of texts, including how they are developed using specific details from the texts.</p> <p>b. Describe how characters respond or change as the plot moves toward a resolution.</p> <p>c. Describe how a particular sentence, chapter, scene, or stanza fits into the overall structure of texts and contributes</p>	<p>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RL.b1 Describe how the plot unfolds in a story.</p> <p>6.RL.c1 Select key details about a character and relate those details to a theme within the text.</p> <p>6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</p> <p>6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.</p>	<p>6.RC-L.5.ECS Use evidence from instructional level text to demonstrate understanding.</p> <p>a. Discuss thematic ideas.</p> <p>b. Identify or describe characters.</p> <p>c. Describe the setting.</p> <p>d. Identify the speaker in a text.</p> <p>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</p> <p>6.RL.b1 Describe how the plot unfolds in a story.</p> <p>6.RL.c1 Select key details about a character and relate those</p>	Align language and make it more concise.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>to the development of the theme, setting, or plot.</p> <p>d. Explain how authors develop the point of view of the narrator or speaker in texts.</p> <p>e. 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.</p>	<p>6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p> <p>6.RL.e1 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.</p> <p>6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.</p> <p>6.RL.f1 Determine the narrative point of view.</p> <p>6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation.</p> <p>6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p>details to a theme within the text.</p> <p>6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</p> <p>6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.</p> <p>6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.</p> <p>6.RL.e1 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.</p> <p>6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.</p> <p>6.RL.f1 Determine the narrative point of view.</p> <p>6.RL.f2 Identify and describe how the narrative point of view</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>influences the reader's interpretation.</p> <p>6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.</p>	

Grade 6: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. Explain stated or implied central ideas from texts, including how they are developed using specific details from the texts; provide a summary of texts distinct from personal opinions.</p> <p>b. Explain in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in texts through examples or anecdotes.</p> <p>c. Explain how a specific sentence, paragraph, chapter, or section fits into the overall</p>	<p>6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.</p> <p>6.RI.e3 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).</p> <p>6.RI.g1 Identify key individuals, events, or ideas in a text.</p> <p>6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.</p> <p>6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.</p> <p>6.RI.g4 Determine how key individuals, events, or ideas are</p>	<p>6.RC-NF.6.ECS Use evidence from instructional level nonfiction works to demonstrate understanding of texts.</p> <p>a. Develop a summary or main idea statement.</p> <p>b. Identify key individuals or events in a text.</p> <p>c. Describe supporting details.</p> <p>d. Make a real-world connection to the text.</p> <p>6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.</p> <p>6.RI.e3 Compare and contrast one author's presentation of</p>	<p>Simplify and concise and align language to content standards.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>structure of texts and contributes to the development of the ideas.</p> <p>d. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons from claims that are not.</p> <p>e. 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).</p>	<p>elaborated or expanded on in a text.</p> <p>6.RI.g5 Identify an argument or claim that the author makes.</p> <p>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</p> <p>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</p>	<p>events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p>6.RI.g1 Identify key individuals, events, or ideas in a text.</p> <p>6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.</p> <p>6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.</p> <p>6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.</p> <p>6.RI.g5 Identify an argument or claim that the author makes.</p> <p>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</p> <p>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</p>	

GRADE 6 VOCABULARY DEVELOPMENT – VD

Grade 6: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings on pioneers of space, determine the meanings of the words <i>astronaut</i> and <i>nautical</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a word and determine and clarify its precise meaning and its part of speech.</p>	<p>6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.</p> <p>6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p> <p>6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	<p>6.VD-WB.1.ECS Use a range of strategies to determine or clarify the meaning or pronunciation of a word. Strategies may include (but not be limited to): using context, roots or affixes, consulting reference materials, visual support, etc.</p> <p>6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words or phrases.</p> <p>6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</p> <p>6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p> <p>6.RWL.d3 Consult reference materials (e.g., dictionaries,</p>	<p>Simplify and concise and align language to content standards.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>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).</p>		<p>glossaries, thesauruses) to find the synonym for a word.</p> <p>6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	
<p>6.VD-WB.2 Determine how words and phrases provide meaning and nuance to grade-level texts.</p> <p>a. Interpret figurative language (e.g., personification, idioms) in context.</p> <p>b. Use the relationship between particular words (e.g., <i>cause/effect, part/whole, item/category</i>) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>house</i> versus <i>home</i>, <i>cheap</i> versus <i>affordable</i>).</p> <p>d. Analyze the impact of a specific word choice on meaning, tone (author’s attitude toward the subject), or mood (emotional atmosphere).</p>	<p>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</p> <p>6.RWL.a2 Use the relationship between particular words (e.g., <i>cause/effect, part/whole, item/category</i>) to better understand each of the words.</p> <p>6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</p> <p>6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</p> <p>6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p>6.WA.11 Use the relationship between particular words (e.g., <i>cause/effect, part/whole,</i></p>	<p>6.VD-WB.2.ECS Determine how words and phrases provide meaning in instructional level text.</p> <p>a. Identify and use words with multiple meanings and idioms (e.g., bark from a tree, bark from a dog; he wears his heart on his sleeve).</p> <p>b. Identify the relationships between words (e.g., <i>cause/effect, item/category</i>).</p> <p>d. Describe and/or recognize words that indicate mood.</p> <p>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</p> <p>6.RWL.a2 Use the relationship between particular words (e.g., <i>cause/effect, part/whole, item/category</i>) to better understand each of the words.</p>	<p>Simplify and align language to the content standard. Current extended content standards are not applicable for Alternate Assessment population.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	item/category) in writing to promote understanding of each of the words.	<p>6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</p> <p>6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</p> <p>6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p>6.WA.11 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) in writing to promote understanding of each of the words.</p>	

Grade 6: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases <i>occurring in grade-level reading and content</i>; gather</p>	<p>6.RWL.c1 Use general academic and domain specific words and phrases accurately.</p> <p>6.WA.12 Use grade appropriate general academic and domain-</p>	<p>6.VD-AV.3.ECS Use general academic and domain specific words and phrases accurately, <i>in discussions or writing.</i></p>	<p>Combined and simplified and aligned language to the content standard.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	specific words and phrases accurately within writing.	6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	

GRADE 6 RESEARCH – RS

Grade 6: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
6.RS-IP.1 Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.	<p>6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</p> <p>6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.</p> <p>6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>6.WP.b2 Gather relevant information (e.g., highlight in text,</p>	6.RS-IP.1.ECS With guidance and support, conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.	The original ICS was worded better than the extended content standard

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.</p> <p>6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p>	<p>6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</p> <p>6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece.</p> <p>6.WI.b3 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.	

Grade 6: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
6.RS-DR.2 Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)		6.RS-DR.2.ECS Read or listen to a variety of texts about common topics.	The importance of reading to build knowledge should be included for all populations.

GRADE 6 WRITING – W

Grade 6: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
6.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This	6.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.	6.W-RW.1.ECS With support, write routinely for a variety of purposes, tasks, and audiences.	To simply and align

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p>		<p>6.HD.a2 Write over different lengths of time (i.e., a single sitting versus research and revision over time) for a variety of tasks, purposes, and audiences.</p>	
<p>6.W-RW.2 Write arguments that introduce and support a distinct point of view with relevant claims, evidence and reasoning; demonstrate an understanding of the topic; and provide a concluding section that follows from the argument presented.</p>	<p>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.</p> <p>6.WP.c1 Provide an introduction that introduces the writer's claim within persuasive text.</p> <p>6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</p> <p>6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.</p> <p>6.WP.e1 Use words, phrases and clauses to link claims and reasons.</p> <p>6.WP.g1 Provide a concluding statement or section that follows the argument presented.</p>	<p>6.W-RW.2.ECS With support, write an argument with an introduction, supporting evidence and conclusion.</p> <p>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.</p> <p>6.WP.c1 Provide an introduction that introduces the writer's claim within persuasive text.</p> <p>6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</p> <p>6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.</p>	<p>Simplify and align</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>6.WP.e1 Use words, phrases and clauses to link claims and reasons.</p> <p>6.WP.g1 Provide a concluding statement or section that follows the argument presented.</p>	
<p>6.W-RW.3 Write informational texts that introduce the topic, develop the focus with relevant facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, comparison, and/or cause-effect; and provide a concluding section that follows from the information presented.</p>	<p>6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).</p> <p>6.WI.c1 Provide an introduction that includes context/background information to establish a central idea or focus about a topic.</p> <p>6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>6.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.</p>	<p>6.W-RW.3.ECS With support write informational texts with instruction, relevant facts and conclusion.</p> <p>6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).</p> <p>6.WI.c1 Provide an introduction that includes context/background information to establish a central idea or focus about a topic.</p> <p>6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Simplify and align</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.</p> <p>6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.</p>	<p>6.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>6.WI.e1 Use transitional words, phrases, and clauses to connect ideas and create cohesion within writing.</p> <p>6.WI.e2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>6.WI.f1 Include formatting (e.g., headings, bulleted information), graphics (e.g., charts, tables), and multimedia when useful to promote understanding.</p> <p>6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.</p>	
<p>6.W-RW.4 Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the</p>	<p>6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p>	<p>6.W-RW.4.ECS With support, write personal or fictional narratives with a clear narrator and sensory details.</p>	<p>Simplify and align</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>context; use narrative techniques such as description, dialogue, pacing, concrete words and sensory details to develop the characters, event(s), or experience(s); and provide a conclusion that follows from the narrated event(s).</p>	<p>6.WL.c1 Organize ideas and events so that they unfold naturally.</p> <p>6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</p> <p>6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.</p>	<p>6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</p> <p>6.WL.c1 Organize ideas and events so that they unfold naturally.</p> <p>6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</p> <p>6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.W-RW.5 Produce clear and coherent organizational structures of multiple paragraphs in which facts and ideas are logically grouped; headings, as applicable are included to support the purpose; and words, phrases, and clauses clarify the relationships between and among ideas and concepts.</p>	<p>6.WI.h2 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p> <p>6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</p> <p>6.WP.h1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</p>	<p>6.W-RW.5.ECS With support pProduce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform, entertain, persuade), and audience (e.g., reader).</p> <p>6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</p> <p>6.WP.h1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</p>	<p>Align, simplify, and remove redundant standards.</p>
<p>6.W-RW.6 With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach appropriate to audience and purpose. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p>	<p>6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</p> <p>6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p>	<p>6.W-RW.6.ECS With guidance and support from peers and adults, strengthen writing by planning, revising, and editing rewriting, or trying a new approach.</p> <p>6.HD.d1 With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Simplify and align</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.</p> <p>6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</p> <p>6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</p> <p>6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	<p>6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</p> <p>6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.</p> <p>6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</p> <p>6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</p>	

Grade 6: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.W-HWK.7 Write by hand or with 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 two pages in a single sitting.</p>	<p>6.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p> <p>6.WA.2 Develop sufficient keyboarding skills.</p>	<p>6.W-HWK.7.ECS Use handwriting or technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing) and develop sufficient keyboarding skills.</p> <p>6.WA.2 Develop sufficient keyboarding skills.</p>	Simplify and align

GRADE 6 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 6: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts with peers by following agreed upon rules for collegial discussions, setting specific goals, and carrying out assigned roles; making comments and posing and responding to specific questions with elaboration and detail; and demonstrating understanding of</p>	<p>6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</p> <p>6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.</p>	<p>6.ODC-OC.1.ECS Engage in collaborative discussions with adults or peers about topics or texts by making a comment, responding to specific questions with detail, or posing questions.</p> <p>6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</p> <p>6.HD.e2 Review the key ideas expressed within a collaborative</p>	Simplify and align

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
various perspectives through reflection and paraphrasing.		discussion linking multiple perspectives together.	
<p>6.ODC-OC.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.</p>	<p>6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).</p> <p>6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.</p>	<p>6.ODC-OC.2.ECS View and discuss information presented in diverse media and formats.</p> <p>6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).</p> <p>6.RI.c4 Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.</p>	Simplify and align
<p>6.ODC-OC.3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.</p> <p>6.RI.c5 Summarize the points a speaker makes.</p> <p>6.RI.e2 Summarize the points an author makes.</p> <p>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</p>	<p>6.ODC-OC.3.ECS Summarize the points a speaker makes, and distinguish claims or arguments from those that are supported by evidence from those that are not.</p> <p>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.</p> <p>6.RI.c5 Summarize the points a speaker makes.</p> <p>6.RI.e2 Summarize the points an author makes.</p> <p>6.RI.g7 Distinguish claims or arguments from those that are</p>	Simplify and align

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		supported by evidence from those that are not.	
6.ODC-OC.4 Report orally on a topic or text or present an argument, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use adequate volume and clear pronunciation.	6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details	6.ODC-OC.4.ECS In the students preferred mode of communication, Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details.	To align and simplify content standard and make it accessible to all students.

Grade 6: Digital Communications (DC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
6.ODC-DC.5 Consider the source of information gathered digitally through such means as domains (e.g., .gov; .edu vs. .com or .tv) and the quality of evidence presented.		6.ODC-DC.5.ECS Understand that different media sources may have more accuracy than others.	This is an important topic for all students
6.ODC-DC.6 Follow safety practices and ethical guidelines when gathering, sharing, and using information.		6.ODC-DC.6.ECS Follow safety practices when using the internet.	This is an important topic for all students
6.ODC-DC.7 Compare and contrast a written story to a digital version, contrasting what is “seen” and “heard” when reading the text with what is perceived when listened to or watched.		6.ODC-DC.7.ECS Compare or contrast a written story to a digital version.	This is an important topic for all students

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.ODC-DC.8 Include digital components (e.g., graphics, images, music, sound) in presentations to clarify information.</p>	<p>6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</p>	<p>6.ODC-DC.8.ECS Use multimedia components or visual displays (e.g., diagrams, tables, pictures, sound) to clarify information.</p> <p>6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</p>	Simplify and align

GRADE 6 GRAMMAR AND CONVENTIONS – GC

Grade 6: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Identify the eight basic parts of speech (<i>noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection</i>).</p>	<p>6.WA.6 Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</p> <p>6.WA.7 Identify and use pronouns accurately in writing.</p>	<p>6.GC-GU.1.ECS Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</p> <p>a. Identify the eight basic parts of speech (<i>noun, pronoun, verb,</i></p>	Simplify and align

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>b. Recognize that a word performs different functions according to its position in the sentence.</p> <p>c. Use pronouns correctly regarding case, number, and person, including intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>).</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>f. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.</p> <p>g. Recognize variations from standard English in their own and others’ writing and speaking and identify and use strategies to improve expression in conventional language.</p>		<p><i>adverb, adjective, conjunction, preposition, interjection</i>).</p> <p>c. Use pronouns correctly.</p> <p>6.WA.7 Identify and use pronouns accurately in writing.</p>	

Grade 6: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>6.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>a. Commas, parentheses, and dashes to set off nonrestrictive or parenthetical elements.</p> <p>b. Colons to separate hours and minutes and to introduce a list.</p>	<p>6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.</p>	<p>6.GC-M.2.ECS Demonstrate command of the conventions of English punctuation and capitalization.</p> <p>6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.</p>	<p>Simplify and align</p>
<p>6.GC-M.3 Spell derivatives correctly by applying knowledge of bases and affixes.</p>	<p>6.WA.9 Spell words correctly in writing.</p>	<p>6.GC-M.3.ECS Spell words correctly in writing.</p>	

GRADE 7 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 7 READING COMPREHENSION – RC

Grade 7: Text Complexity (TC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and</p>	<p>7.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies</p>	<p>7.RC-TC.1.ECS Read or listen to a variety of texts including historical novels, fantasy</p>	<p>This will align the language to the grade level content standard and combining them will make it</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
perspectives that exhibit complexity at the midrange of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	and sonnets), fiction and nonfiction novels. 7.RL.h1 Use a variety of strategies to derive meaning from a variety of literary texts.	stories and novels, poetry, fiction, and nonfiction novels. representing a balance of genres, cultures, and perspectives and use a variety of strategies to derive meaning. 7.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	more concise and reflect the nature of the entire activity.

Grade 7: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
7.RC-V.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.		7.RC-V.2.ECS Engage in reading with support to build knowledge and vocabulary.	This is an important topic for all students

Grade 7: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
7.RC-TE.3 Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing	7.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	7.RC-TE.3.ECS Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.	Combines all current extended content standards that align and making it applicable to all reading.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
where in texts relevant evidence is located.	<p>7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.</p>	<p>7.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>7.RL.i2 Use two or more pieces of textual evidence to support conclusions, or summaries of text.</p>	

Grade 7: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
7.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).		7.RC-RF.4.ECS Read at student’s instructional level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.	This is an important topic for all students

Grade 7: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p> <p>a. Explain stated or implied themes, analyzing their</p>	<p>7.RL.i3 Determine the theme or central idea of a text.</p> <p>7.RL.j1 Analyze the development of the theme or central idea over the course of the text.</p>	<p>7.RC-L.5.ECS Use evidence from instructional level text to demonstrate understanding.</p> <p>a. Discuss thematic ideas.</p>	Combine ECS to align with ICS.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>development over the course of texts; provide objective summaries of literary texts.</p> <p>b. Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.</p> <p>c. Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.</p> <p>d. Explain how authors develop and contrast the point of view of different characters or narrators in texts.</p> <p>e. Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.</p>	<p>7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</p> <p>7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>7.RL.l1 Examine how the structure of a poem or drama adds to its meaning.</p> <p>7.RL.m1 Compare and contrast the points of view of different characters in the same text.</p> <p>7.RL.m4 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.</p> <p>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p>7.RWL.l1 Identify alliteration within text.</p>	<p>b. Identify or describe characters and setting.</p> <p>d. Identify the speaker in a text.</p> <p>7.RL.i3 Determine the theme or central idea of a text.</p> <p>7.RL.j1 Analyze the development of the theme or central idea over the course of the text.</p> <p>7.RL.j2 Analyze the impact of story elements on the text (e.g., impact of setting on a character's choices, cause/effects within the text).</p> <p>7.RL.k1 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p>7.RL.l1 Examine how the structure of a poem or drama adds to its meaning.</p> <p>7.RL.m1 Compare and contrast the points of view of different characters in the same text.</p> <p>7.RL.m4 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>7.RWL.I2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.</p> <p>7.RWL.I3 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.</p>	<p>understanding how authors of fiction use or alter history.</p> <p>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p>7.RWL.I1 Identify alliteration within text.</p> <p>7.RWL.I2 Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or drama.</p> <p>7.RWL.I3 Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.</p>	

Grade 7: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. Explain stated or implied central ideas of texts, analyzing their development over the</p>	<p>7.RI.i1 Use signal words as a means of locating information.</p> <p>7.RI.i3 Outline a given text to show how ideas build upon one another.</p> <p>7.RI.j2 Determine the central idea of a text.</p>	<p>7.RC-NF.6.ECS Use evidence from nonfiction works to demonstrate understanding of instructional level texts.</p> <p>a. Develop a summary or main idea statement.</p>	<p>Combine ECS to align with ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>course of texts; provide objective summaries of texts.</p> <p>b. Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p>c. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.</p> <p>d. Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims.</p> <p>e. Compare and contrast 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.</p>	<p>7.RI.j3 Analyze the development of the central idea over the course of the text.</p> <p>7.RI.j4 Provide/create an objective summary of a text.</p> <p>7.RI.j5 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).</p> <p>7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</p> <p>7.RI.k1 Determine the structure of a text.</p> <p>7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</p> <p>7.RI.k3 Identify an argument or claim that the author makes.</p> <p>7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.</p> <p>7.RI.k5 Distinguish claims or arguments from those that are</p>	<p>b. Identify key individuals or events in a text.</p> <p>d. Describe supporting details.</p> <p>e. Make a real-world connection to the text.</p> <p>7.RI.i1 Use signal words as a means of locating information.</p> <p>7.RI.i3 Outline a given text to show how ideas build upon one another.</p> <p>7.RI.j2 Determine the central idea of a text.</p> <p>7.RI.j3 Analyze the development of the central idea over the course of the text.</p> <p>7.RI.j4 Provide/create an objective summary of a text.</p> <p>7.RI.j5 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).</p> <p>7.RI.j6 Use supporting evidence to summarize central ideas, draw inferences, or analyze connections within or across texts.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>supported by evidence from those that are not.</p> <p>7.RI.I1 Compare/contrast how two or more authors write or present about the same topic.</p> <p>7.RI.I2 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.</p>	<p>7.RI.k1 Determine the structure of a text.</p> <p>7.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</p> <p>7.RI.k3 Identify an argument or claim that the author makes.</p> <p>7.RI.k4 Evaluate the claim or argument to determine if they are supported by evidence.</p> <p>7.RI.k5 Distinguish claims or arguments from those that are supported by evidence from those that are not.</p> <p>7.RI.I1 Compare/contrast how two or more authors write or present about the same topic.</p> <p>7.RI.I2 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.</p>	

GRADE 7 VOCABULARY DEVELOPMENT – VD

Grade 7: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words <i>geologist</i> and <i>geophysics</i>).</p> <p>c. 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 and its part of speech.</p>	<p>7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.</p> <p>7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p> <p>7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>7.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	<p>7.VD-WB.1.ECS Use a range of strategies, including context, word prediction, and reference documents, to determine or clarify the meaning or pronunciations of unknown words.</p> <p>7.RWL.g1 Use context as a clue to determine the meaning of a grade-appropriate word or phrase.</p> <p>7.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>7.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p> <p>7.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>7.RWL.j4 Consult reference materials (e.g., dictionaries,</p>	<p>Combine and simplify ECS to align with ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>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).</p>		<p>glossaries, thesauruses) to find the precise meaning of a word.</p>	
<p>7.VD-WB.2 Determine how words and phrases provide meaning and nuance to grade-level texts.</p> <p>a. Interpret figurative language (e.g., <i>euphemism, oxymoron</i>) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>curious</i> versus <i>nosy</i>, <i>assertive</i> versus <i>pushy</i>).</p> <p>d. Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.</p>	<p>7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>slim, skinny, scrawny, thin</i>).</p> <p>7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>7.RWL.k1 Identify allusion within a text or media.</p> <p>7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.</p> <p>7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</p> <p>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	<p>7.VD-WB.2.ECS Determine how words and phrases provide meaning in instructional level text.</p> <p>a. Use and understand figurative language (e.g., personification and simile) in context.</p> <p>b. Identify the relationships between words (e.g., synonyms/antonyms).</p> <p>c. Use and understand words with similar denotations (e.g., house versus home, curious versus nosy, etc.)</p> <p>d. Describe and/or recognize words that indicate mood.</p> <p>7.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., slim, skinny, scrawny, thin).</p>	<p>Combine and simplify ECS to align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>7.RWL.g2 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>7.RWL.k1 Identify allusion within a text or media.</p> <p>7.RWL.k2 Interpret figures of speech (e.g., personification, allusions) in context.</p> <p>7.RWL.k3 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</p> <p>7.RWL.k4 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p>	

Grade 7: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases <i>occurring in grade-level reading and content</i>; gather</p>	<p>7.RWL.i1 Use general academic and domain specific words and phrases accurately.</p>	<p>7.VD-AV.3.ECS Use general academic and domain specific words and phrases accurately, <i>in discussion or writing.</i></p>	<p>Combine and simplify ECS to align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.	7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	7.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.	

GRADE 7 RESEARCH – RS

Grade 7: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
7.RS-IP.1 Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.	<p>7.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.</p> <p>7.WI.i1 List Internet search terms for a topic of study.</p> <p>7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.</p> <p>7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>7.WI.i4 Use a standard format to produce citations.</p> <p>7.WI.i5 Follow steps to complete a short research project (e.g.,</p>	7.RS-IP.1.ECS Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.	Combine and simplify ECS to align with ICS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>7.WP.j3 List internet search terms for a topic of persuasive writing.</p> <p>7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>7.WP.j7 Use a standard format to produce citations.</p>	<p>7.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.</p> <p>7.WI.i1 List Internet search terms for a topic of study.</p> <p>7.WI.i2 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic or text from print and/or digital sources.</p> <p>7.WI.i3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>7.WI.i4 Use a standard format to produce citations.</p> <p>7.WI.i5 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>7.WI.m3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>7.WP.j3 List internet search terms for a topic of persuasive writing.</p> <p>7.WP.j4 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>7.WP.j6 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>7.WP.j7 Use a standard format to produce citations.</p>	

Grade 7: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.RS-DR.2 Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>		<p>7.RS-DR.2.ECS Read or listen to a variety of texts about common topics.</p>	<p>This is an important topic for all students</p>

GRADE 7 WRITING – W

Grade 7: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p>		<p>7.W-RW.1.ECS With support, write routinely for a variety of purposes, tasks, and audiences.</p>	<p>This is an important topic for all students</p>
<p>7.W-RW.2 Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented.</p>	<p>7.WP.k1 Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.</p> <p>7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</p> <p>7.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.</p> <p>7.WP.l2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.</p>	<p>7.W-RW.2.ECS With support write an argument with an introduction, supporting evidence and conclusion.</p> <p>7.WP.k1 Provide an introduction that introduces the writer's claims and acknowledges alternate or opposing claims.</p> <p>7.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</p> <p>7.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.</p>	<p>Combine and simplify ECS to align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>7.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</p>	<p>7.WP.i2 Use words, phrases, and clauses to link opinions and reasons and clarify relationship of ideas.</p> <p>7.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>7.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</p>	
<p>7.W-RW.3 Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.</p>	<p>7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p> <p>7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.</p> <p>7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</p> <p>7.WI.l1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>7.WI.l2 Maintain a consistent style and voice throughout writing (e.g.,</p>	<p>7.W-RW.3.ECS With support write informational texts with instruction, relevant facts and conclusion.</p> <p>7.WI.j2 Organize ideas, concepts, and information (using definition, classification, comparison/contrast, and cause/effect).</p> <p>7.WI.j3 Introduce a topic clearly, previewing information to follow and summarizing stated focus.</p> <p>7.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</p>	<p>Combine and simplify ECS to align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</p> <p>7WI.n1 Provide a concluding statement or section that follows from and supports the information presented.</p> <p>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p>	<p>7.WI.I1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>7.WI.I2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>7.WI.m1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</p> <p>7WI.n1 Provide a concluding statement or section that follows from and supports the information presented.</p> <p>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.W-RW.4 Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).</p>	<p>7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.</p> <p>7.WL.k1 Organize ideas and event so that they unfold naturally.</p> <p>7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</p>	<p>7.W-RW.4.ECS With support write personal or fictional narratives with a clear narrator and sensory details.</p> <p>7.WL.j1 Orient the reader by establishing a context and point of view and introducing the narrator and/or characters.</p> <p>7.WL.k1 Organize ideas and event so that they unfold naturally.</p> <p>7.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>7.WL.k3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>7.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>7.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Combine and simplify ECS to align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.W-RW.5 Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.</p>	<p>7.WI.o1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p> <p>7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</p> <p>7.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</p>	<p>7.W-RW.5.ECS With support, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader) using content specific language and appropriate transitions.</p> <p>7.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</p> <p>7.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</p>	<p>Combine and simplify ECS to align with ICS</p>
<p>7.W-RW.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.)</p>	<p>7.HD.i2 Use feedback from adults and peers to improve writing.</p> <p>7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, and provide a meaningful conclusion) focused on a specific purpose and audience.</p>	<p>7.W-RW.6.ECS With guidance and support from peers and adults, strengthen writing by planning, revising, and editing.</p> <p>7.HD.i2 Use feedback from adults and peers to improve writing.</p> <p>7.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic,</p>	<p>Combine and simplify ECS to align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p> <p>7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</p> <p>7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	<p>and provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>7.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p> <p>7.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</p> <p>7.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>7.WP.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>7.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	

Grade 7: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
7.W-HWK.7 Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	7.WA.3 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).	7.W-HWK.7.ECS Use either hand writing or technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing) and develop sufficient keyboarding skills.	Combine and simplify ECS to align with ICS

GRADE 7 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 7: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
7.ODC-OC.1 Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.	<p>7.HD.i1 Use information and feedback to refine understanding or products.</p> <p>7.HD.j1 Use information and feedback to refine own thinking.</p> <p>7.WP.i1 Discuss how own view or opinion changes using new information provided by others.</p> <p>7.WP.j5 Describe how the claims within a speaker's argument matches own argument.</p>	<p>7.ODC-OC.1.ECS Engage in collaborative discussions with adults or peers about topics or texts by making a comment, responding to specific questions with detail, or posing questions.</p> <p>7.HD.i1 Use information and feedback to refine understanding or products.</p> <p>7.HD.j1 Use information and feedback to refine own thinking.</p>	Combine and simplify ECS to align with ICS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>7.WP.i1 Discuss how own view or opinion changes using new information provided by others.</p> <p>7.WP.j5 Describe how the claims within a speaker's argument matches own argument.</p>	
<p>7.ODC-OC.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.</p>	<p>7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.</p> <p>7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.</p> <p>7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually, quantitatively, orally) contributes to understanding.</p>	<p>7.ODC-OC.2.ECS Identify and discuss main idea and supporting details presented in diverse media and formats.</p> <p>7.HD.h1 Critically evaluate main ideas and details presented in diverse media (e.g., visually, personal communication, periodicals, social media) and formats for accuracy.</p> <p>7.HD.h2 Explain if and how ideas presented in diverse media (e.g., visually, personal communication, periodicals, social media) clarify a topic, text, or issue under study.</p> <p>7.WP.j2 Identify how information on a topic or text presented in diverse media and formats (e.g., visually,</p>	<p>Combine and simplify ECS to align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		quantitatively, orally) contributes to understanding.	
<p>7.ODC-OC.3 Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</p> <p>7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.</p>	<p>7.ODC-OC.3.ECS Summarize the points a speaker makes and distinguish claims or arguments from those that are supported by evidence from those that are not.</p> <p>7.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</p> <p>7.WP.i2 Evaluate the soundness or accuracy of reasons presented to support a claim.</p>	<p>Combine and simplify ECS to align with ICS</p>
<p>7.ODC-OC.4 Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.</p>	<p>7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</p> <p>7.WI.o3 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p>	<p>7.ODC-OC.4.ECS Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details in student’s mode of communication.</p> <p>7.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with pertinent descriptions, facts, details, and examples.</p>	<p>Combine and simplify ECS to align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		7.WI.03 Report on a topic, with a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.	

Grade 7: Digital Communications (DC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
7.ODC-DC.5 Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices.		7.ODC-DC.5.ECS Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices.	This is an important topic for all students
7.ODC-DC.6 Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.		7.ODC-DC.6.ECS Understand that different media sources may be more accurate than others.	This is an important topic for all students
7.ODC-DC.7 Compare and contrast a text to an audio, video, or digital version of the text, analyzing each medium's portrayal of the subject.		7.ODC-DC.7.ECS Compare or contrast a written story to a digital version.	This is an important topic for all students

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
7.ODC-DC.8 Include digital components in presentations to clarify claims and findings and emphasize salient points.	7.WA.4 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	7.ODC-DC.8.ECS Use Include multimedia components or visual displays in presentations to (e.g. diagrams, tables, pictures, sound) to clarify information claims and findings, and emphasize salient points.	Simplify and align

GRADE 7 GRAMMAR AND CONVENTIONS – GC

Grade 7: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> <p>b. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>c. Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>	<p>7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.</p> <p>7.WA.6 Use phrases and clauses accurately within a sentence.</p>	<p>7.GC-GU.1.ECS Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</p> <p>a. Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection) correctly.</p>	Combine and simplify ECS to align with ICS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.</p> <p>f. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p>7.WA.5 Use simple, compound, complex, and compound-complex sentences within writing when appropriate.</p> <p>7.WA.6 Use phrases and clauses accurately within a sentence.</p>	

Grade 7: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>7.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>a. Use commas, parentheses, and dashes set off nonrestrictive/parenthetical elements.</p> <p>b. Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).</p>	<p>7.WA.7 Use commas to separate coordinate adjectives.</p> <p>7.WA.8 Spell words correctly in writing.</p>	<p>7.GC-M.2.ECS Demonstrate command of the conventions of English punctuation and capitalization.</p> <p>7.WA.7 Use commas to separate coordinate adjectives.</p> <p>7.WA.8 Spell words correctly in writing.</p>	<p>Combine and simplify ECS to align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
7.GC-M.3 Spell derivatives correctly by applying knowledge of bases and affixes.		7.GC-M.3.ECS Spell words correctly in writing.	This is an important topic for all students

GRADE 8 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 8 READING COMPREHENSION – RC

Grade 8: Text Complexity (TC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
8.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 6–8 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	<p>8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</p> <p>8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.</p>	<p>8.RC-TC.1.ECS Read or be read listen to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels. representing a balance of genres, cultures, and perspectives and using a variety of strategies to derive meaning.</p> <p>8.HD.g1 Read or be read to a variety of texts including historical novels, periodicals, dramas or plays, poetry (including soliloquies and sonnets), fiction and nonfiction novels.</p> <p>8.RL.h1 Use a variety of strategies to derive meaning from a variety of texts.</p>	Combine and simplify ECS to align with ICS

Grade 8: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
8.RC-V.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.		8.RC-V.2.ECS Engage in reading with support to build knowledge and vocabulary.	This is an important topic for all students

Grade 8: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
8.RC-TE.3 Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.	<p>8.RI.j1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</p> <p>8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</p> <p>8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</p> <p>8.RL.i3 Determine which piece(s) of evidence provide the strongest</p>	<p>8.RC-TE.3.ECS Use two or more pieces of evidence to support inferences, conclusions, or summaries of instructional level text.</p> <p>8.RI.j2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.</p> <p>8.RL.i1 Refer to details and examples in a text when explaining what the text says explicitly.</p> <p>8.RL.i2 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text.</p>	Combine and simplify ECS to align with ICS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	support for inferences, conclusions, or summaries of text.	8.RL.i3 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	

Grade 8: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
8.RC-RF.4 Read grade-level text with accuracy, automaticity appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).		8.RC-RF.4.ECS Read at student’s instructional level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension.	This is an important topic for all students

Grade 8: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
8.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts. a. Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of	8.RL.j1 Determine the theme or central idea of a text. 8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot. 8.RL.j3 Provide/create an objective summary of a text.	8.RC-L.5.ECS Use evidence from instructional level text to demonstrate understanding. a. Discuss thematic ideas. b. Identify or describe characters. c. Describe and discuss the sequence of the plot.	Combine and simplify ECS to align with ICS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>characters, setting, and plot to those themes.</p> <p>b. Analyze how characters are revealed through particular lines of dialogue or events in literary texts.</p> <p>c. Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event.</p> <p>d. Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in such effects as suspense or humor.</p> <p>e. Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.</p>	<p>8.RL.j4 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.</p> <p>8.RL.k1 Identify the use of literary techniques within a text.</p> <p>8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.</p> <p>8.RL.m2 Analyze how differences in points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor.</p> <p>8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.</p>	<p>e. Make connections between characters and events in one story with characters and events in another story.</p> <p>8.RL.j1 Determine the theme or central idea of a text.</p> <p>8.RL.j2 Analyze the development of the theme or central idea over the course of the text including its relationship to the characters, setting and plot.</p> <p>8.RL.j3 Provide/create an objective summary of a text.</p> <p>8.RL.j4 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.</p> <p>8.RL.k1 Identify the use of literary techniques within a text.</p> <p>8.RL.k2 Explain how the use of literary techniques within a text advances the plot or reveal aspects of a character.</p> <p>8.RL.m2 Analyze how differences in points of view of</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		the characters and the audience or reader (e.g., created through the use of dramatic irony) creates such effects as suspense or humor. 8.RL.m4 Compare modern works of literature to the texts from which they draw ideas.	

Grade 8: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>8.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.</p> <p>b. Analyze how texts make connections among and distinctions between individuals, ideas, or events (e.g., through</p>	<p>8.RI.k4 Identify an argument or claim that the author makes.</p> <p>8.RI.i1 Use signal words as a means of locating information.</p> <p>8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.</p> <p>8.RI.j3 Determine two or more central ideas in a text.</p> <p>8.RI.j4 Analyze the development of the central ideas over the course of the text.</p> <p>8.RI.j5 Provide/create an objective summary of a text.</p>	<p>8.RC-NF.6.ECS Use evidence from nonfiction works to demonstrate understanding of instructional level texts.</p> <p>a. Develop a summary or main idea statement.</p> <p>b. Identify key individuals or events in a text.</p> <p>c. Identify specific parts of the structure of the text (e.g., title, paragraph, headings, captions, etc.).</p> <p>d. Identify an argument or claim that the author makes.</p> <p>8.RI.i1 Use signal words as a means of locating information.</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>comparisons, analogies, or categories).</p> <p>c. Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining key concepts.</p> <p>d. Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.</p> <p>e. Analyze cases in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>8.RI.k1 Determine the structure of a text.</p> <p>8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</p> <p>8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.</p> <p>8.RI.l1 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>	<p>8.RI.i3 Outline the structure (i.e., sentence that identifies key concept(s), supporting details) within a paragraph.</p> <p>8.RI.j3 Determine two or more central ideas in a text.</p> <p>8.RI.j4 Analyze the development of the central ideas over the course of the text.</p> <p>8.RI.j5 Provide/create an objective summary of a text.</p> <p>8.RI.j6 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>8.RI.k1 Determine the structure of a text.</p> <p>8.RI.k2 Determine how the information in each section contribute to the whole or to the development of ideas.</p> <p>8.RI.k5 Evaluate the claim or argument to determine if it is supported by evidence.</p> <p>8.RI.l1 Analyze a case in which two or more texts provide</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	

GRADE 8 VOCABULARY DEVELOPMENT – VD

Grade 8: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>8.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade-level content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of the words <i>percentile</i> and <i>perimeter</i>).</p>	<p>8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.</p> <p>8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p> <p>8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>8.RWL.j4 Consult reference materials (e.g., dictionaries,</p>	<p>8.VD-WB.1.ECS Use a range of strategies, including context, word prediction, and reference documents, to determine or clarify the meaning or pronunciations of unknown words.</p> <p>8.RWL.g1 Use context as a clue to the meaning of a grade-appropriate word or phrase.</p> <p>8.RWL.j1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>8.RWL.j2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>c. 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 or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.</p>	<p>glossaries, thesauruses) to find the precise meaning of a word.</p>	<p>8.RWL.j3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>8.RWL.j4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p>	
<p>8.VD-WB.2 Determine how words and phrases provide meaning and nuance to texts.</p> <p>a. Interpret figurative language (e.g., verbal irony, puns) in context.</p> <p>b. Use the relationship between particular words (e.g., homonyms, person to location, object to use) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>crowd</i> versus <i>mob</i>, <i>fired</i> versus <i>laid off</i>).</p>	<p>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</p> <p>8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>8.RWL.g2 Use the relationship between particular words to better understand each of the words.</p> <p>8.RWL.k1 Identify irony within a text or media.</p> <p>8.RWL.k2 Identify a pun within a text or media.</p>	<p>8.VD-WB.2.ECS Determine how words and phrases provide meaning in instructional level text.</p> <p>a. Identify and use words with figurative language (e.g., metaphors, euphemisms, and hyperbole).</p> <p>b. Identify the relationships between words.</p> <p>c. Use and understand words with similar denotations (e.g., crowd versus mob, fired versus laid off, etc.)</p> <p>d. Describe and/or recognize words that indicate tone.</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>d. Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>		<p>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</p> <p>8.RWL.f1 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</p> <p>8.RWL.g2 Use the relationship between particular words to better understand each of the words.</p> <p>8.RWL.k1 Identify irony within a text or media.</p> <p>8.RWL.k2 Identify a pun within a text or media.</p>	

Grade 8: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>8.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases <i>occurring in grade-level reading and content</i>; gather vocabulary knowledge when considering a word or phrase</p>	<p>8.RWL.i1 Use general academic and domain specific words and phrases accurately.</p> <p>8.WA.10 Use grade appropriate general academic and domain-</p>	<p>8.VD-AV.3.ECS Use general academic and domain specific words and phrases accurately, <i>in discussion or writing.</i></p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
important to comprehension or expression. Use these words in discussions and writing.	specific words and phrases accurately within writing.	8.RWL.i1 Use general academic and domain-specific words and phrases accurately. 8.WA.10 Use grade-appropriate general academic and domain-specific words and phrases accurately within writing.	

GRADE 8 RESEARCH – RS

Grade 8: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
8.RS-IP.1 Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of 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.	<p>8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.</p> <p>8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</p> <p>8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>8.WI.i3 Use a standard format to produce citations.</p> <p>8.WI.i4 Follow steps to complete a short research project (e.g., determine topic, locate information</p>	8.RS-IP.1.ECS Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting	Combine and simplify and align with ICS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>on a topic, organize information related to the topic, draft a permanent product).</p> <p>8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p> <p>8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>8.WP.j4 Use a standard format to produce citations.</p>	<p>copyright guidelines for use of images.</p> <p>8.HD.j2 Evaluate print and digital sources to refine ideas or thoughts while writing.</p> <p>8.WI.i1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</p> <p>8.WI.i2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>8.WI.i3 Use a standard format to produce citations.</p> <p>8.WI.i4 Follow steps to complete a short research project (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>8.WP.j1 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>8.WP.j3 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</p> <p>8.WP.j4 Use a standard format to produce citations.</p>	

Grade 8: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>8.RS-DR.2 Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>		<p>8.RS-DR.2.ECS Read or listen to a variety of texts about common topics.</p>	<p>This topic is important for all students.</p>

GRADE 8 WRITING – W

Grade 8: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>8.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p>		<p>8.W-RW.1.ECS With support, write routinely for a variety of purposes, tasks, and audiences.</p>	<p>This topic is important for all students.</p>
<p>8.W-RW.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.</p>	<p>8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.</p> <p>8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</p> <p>8.WP.l1 Provide arguments to support claims with logical reasoning and relevant evidence from credible sources.</p> <p>8.WP.l2 Use words, phrases and clauses to link opinions and reasons and to clarify relationship of ideas.</p>	<p>8.W-RW.2.ECS With support write an argument with an introduction, supporting evidence and conclusion.</p> <p>8.WP.k1 Provide an introduction that introduces the writer's claims and distinguishes it from alternate or opposing claims.</p> <p>8.WP.k2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</p> <p>8.WP.l1 Provide arguments to support claims with logical</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</p>	<p>reasoning and relevant evidence from credible sources.</p> <p>8.WP.l2 Use words, phrases and clauses to link opinions and reasons and to clarify relationship of ideas.</p> <p>8.WP.m1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>8.WP.n1 Provide a concluding statement or section that supports and summarizes the argument presented.</p>	
<p>8.W-RW.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</p>	<p>8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.</p> <p>8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p> <p>8.WI.k1 Use transitional words, phrases, and clauses to connect</p>	<p>8.W-RW.3.ECS With support write informational texts with introduction, relevant facts and conclusion.</p> <p>8.WI.j2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples) to support paragraph focus.</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>section that follows from the information presented.</p>	<p>ideas and to create cohesion within writing.</p> <p>8.WI.I1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>8.WI.I2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</p> <p>8WI.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant,</p>	<p>8.WI.j3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p> <p>8.WI.k1 Use transitional words, phrases, and clauses to connect ideas and to create cohesion within writing.</p> <p>8.WI.I1 Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>8.WI.I2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>8.WI.m1 Develop the topic (e.g., add additional information related to the topic) with relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>8.WI.m2 Present claims and findings, emphasizing salient</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	descriptive details which support the main ideas.	<p>points in a coherent manner with relevant evidence.</p> <p>8.WL.n1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>8.WL.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</p>	
<p>8.W-RW.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).</p>	<p>8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>8.WL.k1 Organize ideas and events so that they unfold naturally.</p> <p>8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>8.WL.k3 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</p>	<p>8.W-RW.4.ECS With support write personal or fictional narratives with a clear narrator, characters, action event, and sensory details.</p> <p>8.WL.j1 Orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</p> <p>8.WL.k1 Organize ideas and events so that they unfold naturally.</p> <p>8.WL.k2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop</p>	Combine and simplify and align with ICS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>relationships among experiences and events.</p> <p>8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</p> <p>8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</p>	<p>experiences, events, and/or characters.</p> <p>8.WL.k3 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.</p> <p>8.WL.l1 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>8.WL.n1 Use literacy devices (e.g., similes, metaphors, hyperbole, personification, imagery) in narrative writing.</p> <p>8.WL.o1 Provide a conclusion that follows from the narrated experiences or events.</p>	
<p>8.W-RW.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,</p>	<p>8.WI.o1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p> <p>8.WL.p1 Produce a clear, coherent, permanent product that is</p>	<p>8.W-RW.5.ECS With support, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader) using content specific</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.</p>	<p>appropriate to the specific task, purpose (e.g. to entertain), and audience.</p> <p>8.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience.</p>	<p>language and appropriate transitions.</p> <p>8.WI.o1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p> <p>8.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</p> <p>8.WP.o1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose, (e.g., to persuade), and audience.</p>	
<p>8.W-RW.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.)</p>	<p>8.HD.i2 Use feedback from adults and peers to clarify writing.</p> <p>8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p>	<p>8.W-RW.6.ECS With guidance and support from peers and adults, strengthen writing by planning, revising, and editing.</p> <p>8.HD.i2 Use feedback from adults and peers to clarify writing.</p> <p>8.WI.j1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p> <p>8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</p> <p>8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>8.WP.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p>	<p>information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>8.WI.o2 With guidance and support from peers and adults, strengthen writing by revising and editing.</p> <p>8.WL.i1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</p> <p>8.WL.p2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>8.WP.j2 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, and provide a meaningful conclusion) focused on a specific purpose and audience.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		8.WP.62 With guidance and support from peers and adults, strengthen writing by revising and editing.	

Grade 8: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>8.W-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.</p>	<p>8.WA.1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).</p>	<p>8.W-HWK.7.ECS Use handwriting or technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing) and develop sufficient keyboarding skills.</p> <p>8.WA.1 Use technology to produce and publish writing (e.g., use word processing to generate and collaborate on writing).</p>	<p>Combine and simplify and align with ICS</p>

GRADE 8 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 8: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>8.ODC-OC.1 Engage in collaborative discussions about <i>grade-level topics and texts</i> 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.</p>	<p>8.HD.i1 Use information and feedback to refine understanding.</p> <p>8.HD.j1 Use information and feedback to clarify meaning for readers.</p> <p>8.WP.i1 Discuss how own view or opinion changes using new information provided by others.</p>	<p>8.ODC-OC.1.ECS Engage in collaborative discussions with adults or peers about topics or texts by making a comment, responding to specific questions with detail, or posing questions. Use information and feedback to refine understanding and clarify meaning.</p> <p>8.HD.i1 Use information and feedback to refine understanding.</p> <p>8.HD.j1 Use information and feedback to clarify meaning for readers.</p> <p>8.WP.i1 Discuss how own view or opinion changes using new information provided by others.</p>	<p>Combine and simplify and align with ICS</p>
<p>8.ODC-OC.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.</p>	<p>8.HD.h1 Analyze the purpose of information presented in diverse media (e.g., visually, personal communication, periodicals, social media).</p> <p>8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).</p>	<p>8.ODC-OC.2.ECS Analyze the purpose of information presented in diverse media. (e.g., visually, personal communication, periodicals, social media).</p> <p>8.HD.h2 Identify the motives behind information presented in diverse media and formats (e.g., visually, personal communication, periodicals, social media).</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.</p>	<p>8.WP.i2 Evaluate the motives and purpose behind information presented in diverse media and format for persuasive reasons.</p>	
<p>8.ODC-OC.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.</p>	<p>8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</p> <p>8.HD.h4 Identify when irrelevant evidence is introduced within an argument.</p> <p>8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.</p>	<p>8.ODC-OC.3.ECS Summarize the points a speaker makes and distinguish claims or arguments from those that are supported by evidence from those that are not.</p> <p>8.HD.h3 Evaluate the soundness of reasoning and the relevance and sufficiency of evidence provided in an argument.</p> <p>8.HD.h4 Identify when irrelevant evidence is introduced within an argument.</p> <p>8.WP.i3 Evaluate the soundness or accuracy (e.g., Does the author have multiple sources to validate information?) of reasons presented to support a claim.</p>	<p>Combine and simplify and align with ICS</p>
<p>8.ODC-OC.4 Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use</p>	<p>8.WI.m2 Present claims and findings, emphasizing salient points in a coherent manner with relevant evidence.</p> <p>8.WI.o3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant,</p>	<p>8.ODC-OC.4.ECS Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details using student’s mode of communication.</p> <p>8.WI.m2 Present claims and findings, emphasizing salient points in a</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
appropriate vocabulary, volume, and clear pronunciation.	descriptive details which support the main ideas.	coherent manner with relevant evidence. 8.WI.3 Report on a topic with a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.	

Grade 8: Digital Communications (DC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
8.ODC-DC.5 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.		8.ODC-DC.5.ECS Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	This topic is important to all students.
8.ODC-DC.6 Consider the evidence websites or blog posts use to support their position (e.g., <i>Are they transparent about their sources? Do they link to peer-reviewed articles?</i>).		8.ODC-DC.6.ECS Understand that different media sources may be more accurate than others.	This topic is important to all students.
8.ODC-DC.7 Evaluate the advantages and disadvantages of using different mediums—print or digital text—to present a particular topic or idea.		8.ODC-DC.7.ECS Understand the pros and cons of using different mediums to present a particular topic or idea.	This topic is important to all students.
8.ODC-DC.8 Integrate digital displays into presentations to	8.WA.3 Include multimedia components and visual displays in	8.ODC-DC.8.ECS Use multimedia components or	Combine and simplify and align with ICS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
clarify information, strengthen claims and evidence, and add interest.	presentations to clarify claims and findings, and emphasize salient points.	visual displays (e.g. diagrams, tables, pictures, sound) to clarify information. 8.WA.3 Include multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	

GRADE 8 GRAMMAR AND CONVENTIONS – GC

Grade 8: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>8.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>b. Form and use verbs in the indicative, imperative, interrogative, and conditional mood.</p> <p>c. Form and use verbs in the active and passive voice to achieve particular effects.</p>	<p>8.WA.4 Use active and passive verbs in writing.</p> <p>8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.</p>	<p>8.GC-GU.1.ECS Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</p> <p>a. Identify the eight basic parts of speech and use verbs correctly.</p> <p>e. Avoid run-on sentences and sentence fragments.</p> <p>f. Adapt communication to a variety of contexts and tasks (e.g., texting, talking to teachers, parents, friends, etc.)</p>	Combine and simplify and align with ICS

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>d. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>e. Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.</p> <p>f. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>		<p>8.WA.4 Use active and passive verbs in writing.</p> <p>8.WA.5 Use verbs in indicative, imperative, interrogative, conditional, and/or subjunctive mood in writing.</p>	

Grade 8: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>8.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>a. Use commas, ellipsis, and dashes when writing and reading aloud to indicate a pause, break, or omission.</p>	<p>8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.</p> <p>8.WA.7 Spell words correctly in writing.</p>	<p>8.GC-M.2.ECS Demonstrate command of the conventions of English punctuation and capitalization.</p> <p>8.WA.6 Use punctuation (e.g., comma, ellipsis, dash) to indicate a pause or break.</p> <p>8.WA.7 Spell words correctly in writing.</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
8.GC-M.3 Spell derivatives correctly by applying knowledge of bases and affixes.		8.GC-M.3.ECS Spell words correctly in writing.	This is important to all students

GRADE 9/10 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 9/10 READING COMPREHENSION – RC

Grade 9/10: Text Complexity (TC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
9/10.RC-TC.1 Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 9–10 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	<p>910.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</p> <p>910.HD.e1 Read challenging grade appropriate texts.</p> <p>910.RI.a1 Use a variety of strategies to derive meaning from a variety print/nonprint texts.</p> <p>910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums.</p>	<p>9/10.RC-TC.1.ECS Read or be read listen to a variety of texts representing a balance of genre culture and perspective. including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</p> <p>910.HD.e1 Read challenging grade appropriate texts.</p> <p>910.RI.a1 Use a variety of strategies to derive meaning from a variety print/nonprint texts.</p> <p>910.RL.a1 Use strategies to derive meaning from a variety of texts and mediums.</p>	To align text to content standard

Grade 9/10: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>9/10.RC-V.2 Regularly engage in a volume of reading related to the topics and themes being studied to build knowledge and vocabulary. (These texts can include a range of genres and should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>		<p>9/10.RC-V.2.ECS Engage in reading with support to build knowledge of vocabulary.</p>	<p>All students should have access to this skill</p>

Grade 9/10: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>9/10.RC-TE.3 Draw ample evidence from grade-level texts to support claims and inferences, attending to the precise details of the authors' descriptions or explanations through quoting, paraphrasing, and citing textual references.</p>	<p>910.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries.</p> <p>910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.</p> <p>910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</p> <p>910.RL.b2 Determine which piece(s) of evidence provide the strongest</p>	<p>9/10.RC-TE.3.ECS Use two or more pieces of evidence to support claims, inferences, conclusions, or summaries at instructional level.</p> <p>910.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.</p> <p>910.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</p> <p>910.RL.b2 Determine which piece(s) of evidence provide the strongest</p>	<p>Combine and simplify and align with ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	support for inferences, conclusions, or summaries of text.	for inferences, conclusions, or summaries of text.	

Grade 9/10: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
9/10.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).		9/10.RC-RF.4.ECS Read at student’s instructional 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).	To write an Extended content standard so all students can access this skill

Grade 9/10: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
9/10.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts. a. Analyze the development of themes over the course of the text, including how themes emerge and are shaped and refined by specific details. b. Analyze how complex characters—those with multiple or conflicting motivations—	910.RL.c1 Determine the theme or central idea of a text. 910.RL.c2 Determine how the theme develops. 910.RL.c3 Determine how key details support the development of the theme of a text. 910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character).	9/10.RC-L.5.ECS Use evidence from instructional level literature to demonstrate understanding. a. Discuss thematic ideas. b. Identify or describe characters. c. Describe the setting. d. Identify the speaker in a text.	To align with ICS and to simplify.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>develop over the course of texts, interact with other characters, and advance the plot.</p> <p>c. 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.</p> <p>d. Analyze points of view or cultural experiences that represent diverse voices and perspectives in works of literature.</p> <p>e. Compare multiple interpretations of texts (including recorded or live production), evaluating how each version interprets the source text.</p>	<p>910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.</p> <p>910.RL.d1 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 mystery, tension, or surprise.</p> <p>910.RL.d2 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</p> <p>910.RL.e1 Compare and contrast works from different cultures with a common theme.</p> <p>910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.</p>	<p>910.RL.c1 Determine the theme or central idea of a text.</p> <p>910.RL.c2 Determine how the theme develops.</p> <p>910.RL.c3 Determine how key details support the development of the theme of a text.</p> <p>910.RL.c4 Identify character with multiple or conflicting motivations (i.e., a complex character).</p> <p>910.RL.c5 Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.</p> <p>910.RL.d1 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 mystery, tension, or surprise.</p> <p>910.RL.d2 Interpret how literary devices advance the</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>plot, affect the tone or pacing of a work.</p> <p>910.RL.e1 Compare and contrast works from different cultures with a common theme.</p> <p>910.RL.e2 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.</p>	

Grade 9/10: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>9/10.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. 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.</p> <p>b. Explain how authors unfold an analysis or series of ideas or events, including the order in</p>	<p>910.RI.b3 Determine the central idea of a text.</p> <p>910.RI.b4 Determine how the central idea develops.</p> <p>910.RI.b5 Determine how key details support the development of the central idea of a text.</p> <p>910.RI.b6 Provide/create an objective summary of a text.</p> <p>910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.</p>	<p>9/10.RC-NF.6.ECS Use evidence from nonfiction works to demonstrate understanding of instructional level texts.</p> <p>a. Develop a summary or main idea statement.</p> <p>b. Identify key ideas, individuals or events in a text.</p> <p>c. Describe the relationships of concepts in a text.</p> <p>d. Describe the author’s reasoning and discuss the accuracy of the evidence.</p>	<p>To align and simplify.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>which points are made, how they are introduced and developed, and the connections that are drawn among them.</p> <p>c. 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.</p> <p>d. 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.</p> <p>e. Analyze seminal documents of historical and literary significance, including how they address related themes and concepts of liberty, equality, individual responsibility, and justice.</p>	<p>910.RI.c2 Identify connections between key points.</p> <p>910.RI.c3 Analyze in detail how an author's ideas or claims are developed.</p> <p>910.RI.c4 Identify key sentences or paragraphs that support claims.</p> <p>910.RI.d1 Identify claims and arguments made by the author.</p> <p>910.RI.d2 Delineate/trace the authors argument and specific claims.</p> <p>910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.</p> <p>910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.</p> <p>910.RI.f2 Assess the validity of the arguments across texts on related topics.</p>	<p>e. Make a real-world connection to the text.</p> <p>910.RI.b3 Determine the central idea of a text.</p> <p>910.RI.b4 Determine how the central idea develops.</p> <p>910.RI.b5 Determine how key details support the development of the central idea of a text.</p> <p>910.RI.b6 Provide/create an objective summary of a text.</p> <p>910.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.</p> <p>910.RI.c2 Identify connections between key points.</p> <p>910.RI.c3 Analyze in detail how an author's ideas or claims are developed.</p> <p>910.RI.c4 Identify key sentences or paragraphs that support claims.</p> <p>910.RI.d1 Identify claims and arguments made by the author.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>910.RI.d2 Delineate/trace the authors argument and specific claims.</p> <p>910.RI.d3 Evaluate the argument/claims that the author makes to determine if the statements are true or false.</p> <p>910.RI.f1 Delineate the argument and specific claims in two or more texts on related topics.</p> <p>910.RI.f2 Assess the validity of the arguments across texts on related topics.</p>	

GRADE 9/10 VOCABULARY DEVELOPMENT – VD

Grade 9/10: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>9/10.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade-level content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence,</p>	<p>910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>910.RWL.a2 Consult reference materials (e.g., dictionaries,</p>	<p>9/10.VD-WB.1.ECS Use a range of strategies, including context, word prediction, and reference documents, to determine or clarify the meaning or pronunciations of unknown words.</p>	<p>To align and simplify</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>defend, defense, defendant, defensible</i>).</p> <p>c. 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.</p> <p>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).</p>	<p>glossaries, thesauruses) to find the synonym for a word.</p> <p>910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p> <p>910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>910.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>910.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>910.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>910.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p> <p>910.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p>	
<p>9/10.VD-WB.2 Determine how words and phrases provide meaning and nuance to texts.</p> <p>a. Use Greek, Latin, and Norse mythology, and other works often alluded to in American and world literature to understand</p>	<p>910.RWL.c1 Identify the denotation for a known word.</p> <p>910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</p> <p>910.RWL.d1 Identify an oxymoron in a text.</p>	<p>9/10.VD-WB.2.ECS Determine how words and phrases provide meaning in instructional level text</p> <p>a. Introduce the use of Greek, Latin, and Norse mythology, and other works often alluded to in American and world literature to understand</p>	To align and simplify

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>the meaning of words or phrases (e.g., reference to “Achilles’s heel” from Greek mythology).</p> <p>b. 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).</p> <p>c. Analyze nuances in the meaning of words with similar denotations (e.g., <i>shrewd</i>, <i>clever</i>, <i>cunning</i>, <i>brainy</i>).</p> <p>d. 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”).</p>	<p>910.RWL.d2 Interpret figures of speech in context.</p> <p>910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p>910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</p>	<p>the meaning of words or phrases (e.g., reference to “Achilles’s heel” from Greek mythology).</p> <p>b. Identify the relationships between words.</p> <p>c. Identify synonyms.</p> <p>d. Describe and/or recognize words that indicate mood.</p> <p>910.RWL.c1 Identify the denotation for a known word.</p> <p>910.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</p> <p>910.RWL.d1 Identify an oxymoron in a text.</p> <p>910.RWL.d2 Interpret figures of speech in context.</p> <p>910.RWL.d3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</p> <p>910.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</p>	

Grade 9/10: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>9/10.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases occurring in <i>grade-level reading and content</i>; demonstrate independence when gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.</p>	<p>910.WA.10 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> <p>910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</p>	<p>9/10.VD-AV.3.ECS Use grade appropriate general academic and domain-specific words and phrases accurately within discussion or writing.</p> <p>910.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</p>	To simplify and align to ICS.

GRADE 9/10 RESEARCH – RS

Grade 9/10: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>9/10.RS-IP.1 Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating a research question and considering alternative avenues of inquiry; gathering relevant information from a variety authoritative sources and assessing which</p>	<p>910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</p> <p>910.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.</p>	<p>9/10.RS-IP.1.ECS Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from multiple</p>	To simplify and align to ICS.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>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>	<p>910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.</p> <p>910.WI.a3 Use a standard format to produce citations.</p> <p>910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.</p> <p>910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.</p> <p>910.WP.b8 Use a standard format to produce citations.</p>	<p>reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.</p> <p>910.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</p> <p>910.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources.</p> <p>910.WI.a2 Integrate information presented by others into a writing product while avoiding plagiarism.</p> <p>910.WI.a3 Use a standard format to produce citations.</p> <p>910.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question, and/or solve a problem (e.g.,</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>910.WP.b1 Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources.</p> <p>910.WP.b7 Integrate information from multiple authoritative print and digital sources, into the writing product while avoiding plagiarism.</p> <p>910.WP.b8 Use a standard format to produce citations.</p>	

Grade 9/10: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>9/10.RS-DR.2 Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>		<p>9/10.RS-DR.2.ECS Read or listen to a variety of texts about common topics.</p>	<p>To write an Extended content standard so all students can access this skill.</p>

GRADE 9/10 WRITING – W

Grade 9/10: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>9/10.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p>		<p>9/10.W-RW.1.ECS With supports write for a variety of purposes, tasks, and audiences. This could include summaries, reflections, letters, and poetry.</p>	<p>To write an Extended content standard so all students can access this skill.</p>
<p>9/10.W-RW.3 Write informational texts that introduce the topic clearly by providing needed context, presenting well-defined theses, and previewing what is to follow; develop the topic through sustained use of the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples from multiple authoritative sources appropriate to the audience’s knowledge of the topic; and provide a concluding section that</p>	<p>910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.</p> <p>910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p> <p>910.WI.b4 Provide relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience.</p> <p>910.WI.c1 Use transitional words, phrases, and clauses that connect</p>	<p>9/10.W-RW.3.ECS With support write informational texts with introduction, relevant facts and conclusion.</p> <p>910.WI.b2 Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus.</p> <p>910.WI.b3 Provide a clear introduction, previewing information to follow and summarizing stated focus.</p> <p>910.WI.b4 Provide relevant facts, extended definitions,</p>	<p>To clarify and align to ICS and to simplify.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
follows from the information or explanation presented.	<p>ideas and create cohesion within writing.</p> <p>910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>concrete details, quotations, or other information and examples appropriate for the audience.</p> <p>910.WI.c1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</p> <p>910.WI.d1 Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>910.WI.d2 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>910.WI.e1 Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
9/10.W-RW.5 Produce clear and coherent organizational structures that attend to the norms and conventions of the	910.WI.f1 Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to	9/10.W-RW.5.ECS With supports, pProduce a clear coherent permanent product that is appropriate to the	To clarify and align

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>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>inform), and audience (e.g., reader).</p> <p>910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p> <p>910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</p> <p>9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</p>	<p>specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader) using content specific language and appropriate transitions.</p> <p>910.WI.f3 Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, descriptive details which support the main ideas.</p> <p>910.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</p> <p>9-10.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (e.g., to persuade), and audience.</p>	
<p>9/10.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing should demonstrate</p>	<p>910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>910.WI.f2 Strengthen writing by revising and editing.</p>	<p>9/10.W-RW.6.ECS With guidance and support from peers and adults, strengthen writing by planning, revising, and editing.</p> <p>910.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a</p>	<p>To simplify and align to ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>command of grade-level Grammar and Conventions.)</p>	<p>910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</p> <p>910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.</p> <p>910.WP.f2 Strengthen writing by revising and editing.</p>	<p>meaningful conclusion) focused on a specific purpose and audience.</p> <p>910.WL.f2 Strengthen writing by revising and editing.</p> <p>910.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</p> <p>910.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>910.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.</p> <p>910.WP.f2 Strengthen writing by revising and editing.</p>	

Grade 9/10: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
9/10.W-HWK.7 Write by hand or with technology to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	910.WA.1 Use technology to produce and publish writing. (e.g., use internet to gather information, word processing to generate and collaborate on writing).	9/10.W-HWK.7.ECS Use handwriting or technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing) and develop sufficient keyboarding skills.	To simplify and align to ICS.

GRADE 9/10 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 9/10: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
9/10.ODC-OC.1 Engage in collaborative discussions about <i>grade-level topics and texts</i> 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.	<p>910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p> <p>910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p>910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new</p>	<p>9/10.ODC-OC.1.ECS Engage in collaborative discussions with adults or peers about topics or texts by making a comment, responding to specific questions with detail, or posing questions. Use information and feedback to refine understanding and clarify meaning.</p> <p>910.HD.b1 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p>	To simplify and align to ICS.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>connections with own view or understanding.</p> <p>910.HD.h1 Work with peers to set rules for collegial discussions and decision making.</p> <p>910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p> <p>910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.</p>	<p>910.HD.b2 Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p>910.HD.b3 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p> <p>910.HD.h1 Work with peers to set rules for collegial discussions and decision making.</p> <p>910.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p> <p>910.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspective.</p>	
<p>9/10.ODC-OC.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.</p>		<p>9/10.ODC-OC.2.ECS Analyze the purpose of information presented in diverse media.</p>	<p>To write an Extended content standard so all students can access this skill.</p>
<p>9/10.ODC-OC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying</p>	<p>910.RI.f3 Determine the speaker's point of view or purpose in a text.</p> <p>910.RI.f4 Determine what arguments the speaker makes.</p>	<p>9/10.ODC-OC.3.ECS Summarize the points a speaker makes and distinguish claims or arguments from</p>	<p>To simplify and align to ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
any fallacious reasoning or exaggerated or distorted evidence.	910.RI.f5 Evaluate the evidence used to make the argument.	those that are supported by evidence from those that are not. 910.RI.f3 Determine the speaker's point of view or purpose in a text. 910.RI.f4 Determine what arguments the speaker makes. 910.RI.f5 Evaluate the evidence used to make the argument.	
9/10.ODC-OC.4 Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details in a style appropriate to purpose, audience, and task.		9/10.ODC-OC.4.ECS Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, and descriptive details.	To write an Extended content standard so all students can access this skill.

Grade 9/10: Digital Communications (DC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
9/10.ODC-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.		9/10.ODC-DC.5.ECS 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.	To write an Extended content standard so all students can access this skill.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
9/10.ODC-DC.6 Integrate multiple sources of information presented in diverse digital media, evaluating the credibility and accuracy of each source.	910.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	9/10.ODC-DC.6.ECS Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	
9/10.ODC-DC.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.		9/10.ODC-DC.7.ECS Understand the pros and cons of using different mediums to present a particular topic or idea.	To write an Extended content standard so all students can access this skill.
9/10.ODC-DC.8 Make strategic use of digital media presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	910.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	9/10.ODC-DC.8.ECS Use include digital or multimedia components and or visual displays in presentations (e.g. diagrams, tables, pictures, sound) to clarify claims and findings, and emphasize salient points information.	To simplify and align to ICS.

GRADE 9/10 GRAMMAR AND CONVENTIONS – GC

Grade 9/10: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
9/10.GC-GU.1 Demonstrate command of the conventions of	910.WA.4 Use parallel structure (e.g., when using gerunds [-ing],	9/10.GC-GU.1.ECS Use strategies (e.g., clear language and correct grammar, vary	To simplify and align to ICS.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>English grammar and usage when writing or speaking.</p> <p>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 action; expressing uncertainty or describing a state contrary to fact).</p> <p>b. Use parallel structure.</p> <p>c. Place modifiers properly.</p> <p>d. Use the subjunctive mood accurately.</p> <p>e. Avoid run-on sentences, comma splices, and sentence fragments.</p> <p>f. Use subordination, coordination, apposition, and other devices to indicate the relationship between ideas clearly.</p> <p>g. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>infinitives, or voice [active or passive]) within writing.</p> <p>910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.</p>	<p>sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</p> <p>a. Use verbs correctly.</p> <p>e. Avoid run-on sentences and sentence fragments.</p> <p>g. Use the basic parts of speech to convey meaning to writing and add variety to writing.</p> <p>i. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>j. Use a simple sentence to express ideas.</p> <p>910.WA.4 Use parallel structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing.</p> <p>910.WA.5 Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey meaning and add interest to writing.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>h. Use various types of clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>i. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>j. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>			

Grade 9/10: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>9/10.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>a. Use a semicolon (or appropriate conjunctive adverb) to link two or more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p>	<p>910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.</p> <p>910.WA.7 Spell correctly in writing.</p>	<p>9/10.GC-M.2.ECS Demonstrate command of the conventions of English punctuation and capitalization.</p> <p>910.WA.6 Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing.</p>	<p>To simplify and align to ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
c. Observe hyphenation conventions.		910.WA.7 Spell correctly in writing.	
9/10.GC-M.3 Spell correctly, consulting reference materials to check as needed.		9/10.GC-M.3.ECS Spell words correctly in writing.	To write an Extended content standard so all students can access this skill.

GRADE 11/12 ELA/LITERACY EXTENDED CONTENT STANDARDS

GRADE 11/12 READING COMPREHENSION – RC

Grade 11/12: Text Complexity (TC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
11/12.RC-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 11–12 band. (See the Quantitative Analysis Chart for Determining Text Complexity in the Resource Reference.)	<p>1112.HD.a1 Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</p> <p>1112.HD.e1 Independently read challenging grade appropriate texts.</p> <p>1112.RI.a1 Use a variety of strategies to derive meaning from a variety of print/non-print texts.</p>	<p>11/12.RC-TC.1.ECS Read or be read listen to a variety of texts representing a balance of genre culture and perspective. including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels.</p> <p>1112.HD.e1 Independently read challenging grade appropriate texts.</p> <p>1112.RI.a1 Use a variety of strategies to derive meaning</p>	To simplify and align to ICS.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	from a variety of print/non-print texts. 1112.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.	

Grade 11/12: Volume of Reading to Build Knowledge (V)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
11/12.RC-V.2 Regularly engage in a volume of reading, texts independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.		11/12.RC-V.2.ECS Engage in reading with support to build knowledge and vocabulary.	All students should have access to this skill.

Grade 11/12: Textual Evidence (TE)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
11/12.RC-TE.3 Draw and cite strong and thorough evidence from grade-level texts to support claims and inferences, attending to important distinctions authors make and how those are supported, as well as any gaps or inconsistencies in accounts offered.	1112.RI.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of text. 1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.	11/12.RC-TE.3.ECS Use two or more pieces of evidence to support claims, inferences, conclusions, or summaries of instructional level text. 1112.RI.b2 Determine which piece(s) of evidence provide the strongest support for	To simplify and align to ICS.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</p> <p>1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</p> <p>1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.</p>	<p>inferences, conclusions, or summaries in a text.</p> <p>1112.RL.b1 Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose or theme within a text.</p> <p>1112.RL.b2 Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text.</p> <p>1112 RL.b3 Use evidence to support conclusions about ideas not explicitly stated in the text.</p>	

Grade 11/12: Reading Fluency (RF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.RC-RF.4 Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension (see the 2017 Hasbrouck and Tindal norms listed in Resource Reference).</p>		<p>11/12.RC-RF.4.ECS Read at student’s instructional 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).</p>	<p>To write an Extended content standard so all students can access this skill.</p>

Grade 11/12: Literature (L)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p> <p>a. Compare the development of a universal theme over the course of two texts, including how it emerges and is shaped and refined by specific details in each.</p> <p>b. Evaluate the choices authors make regarding how to develop and relate several elements of literary texts , including how the characters are introduced and developed and how the action is ordered.</p> <p>c. Evaluate how authors structure texts to distinguish what is directly stated in a text from what is really meant, including satire, sarcasm, irony, and understatement.</p> <p>d. Relate literary works and their authors’ points of view to the political events and seminal ideas of their eras.</p> <p>e. Compare and contrast how works of literary or cultural</p>	<p>1112.RL.c1 Determine two or more themes or central ideas of a text.</p> <p>1112.RL.c2 Determine how the theme develops.</p> <p>1112.RL.c3 Provide/create an objective summary of a text.</p> <p>1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.</p> <p>1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>1112.RL.d1 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.</p> <p>1112.RL.d2 Define satire, sarcasm, irony.</p>	<p>11/12.RC-L.5.ECS Use evidence from instructional level literature to demonstrate understanding.</p> <p>a. Discuss thematic ideas.</p> <p>b. Identify or describe characters.</p> <p>d. Identify the speaker in a text.</p> <p>1112.RL.c1 Determine two or more themes or central ideas of a text.</p> <p>1112.RL.c2 Determine how the theme develops.</p> <p>1112.RL.c3 Provide/create an objective summary of a text.</p> <p>1112.RL.c4 Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.</p> <p>1112.RL.c5 Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the</p>	<p>To simplify and align to ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>significance, including myths and traditional stories, draw on similar themes, patterns of events, or character types.</p>	<p>1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.</p> <p>1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</p> <p>1112.RL.e1 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.</p>	<p>characters are introduced and developed).</p> <p>1112.RL.d1 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.</p> <p>1112.RL.d2 Define satire, sarcasm, irony.</p> <p>1112.RL.d3 Differentiate from what is directly stated in a text from what is meant.</p> <p>1112.RL.d4 Interpret how literary devices advance the plot, affect the tone or pacing of a work.</p> <p>1112.RL.e1 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry) evaluating how each version interprets the source text.</p>	

Grade 11/12: Nonfiction Text (NF)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> <p>a. Compare texts that express similar central ideas and analyze in detail how their development and treatment of the topic compares over the course of the two texts; provide accurate summaries of how key events or ideas develop.</p> <p>b. Evaluate various explanations of concepts and ideas and determine which explanation best accords with textual evidence, noting discrepancies among sources.</p> <p>c. Evaluate the effectiveness of the structure(s) and rhetorical devices authors use in their exposition or argument, including whether the structure helps makes points clear, convincing, and engaging.</p> <p>d. Analyze the hypotheses, data, analysis, and conclusions in an argument, verifying the data</p>	<p>1112.RI.b3 Determine two or more central ideas of a text.</p> <p>1112.RI.b4 Determine how the central ideas develop.</p> <p>1112.RI.b5 Determine how key details support the development of the central idea of a text.</p> <p>1112.RI.b6 Provide/create an objective summary of a text.</p> <p>1112.RI.c1 Analyze key points throughout a text to determine the organizational pattern or text structure.</p> <p>1112.RI.c2 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.</p> <p>1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument.</p> <p>1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine</p>	<p>11/12.RC-NF.6.ECS Use evidence from nonfiction works to demonstrate understanding of instructional-level texts.</p> <p>a. Develop a summary or main idea statement.</p> <p>b. Identify key ideas, individuals or events in a text.</p> <p>d. Describe the author’s reasoning and discuss the accuracy of the evidence.</p> <p>e. Make a real-world connection to the text.</p> <p>1112.RI.b3 Determine two or more central ideas of a text.</p> <p>1112.RI.b4 Determine how the central ideas develop.</p> <p>1112.RI.b5 Determine how key details support the development of the central idea of a text.</p> <p>1112.RI.b6 Provide/create an objective summary of a text.</p> <p>1112.RI.c1 Analyze key points throughout a text to determine</p>	<p>To simplify and align to ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>when possible and corroborating or challenging conclusions with other sources of information.</p> <p>e. Evaluate the premises and purposes in works of public advocacy.</p>	<p>whether the structure makes points clear, convincing.</p> <p>1112.RI.d4 Identify claims made by the author as being fact or opinion.</p> <p>1112.RI.d5 Distinguish reliable sources from non-reliable.</p> <p>1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.</p> <p>1112.RI.f1 Delineate the premises, purposes, argument and specific claims in two or more texts on related topics.</p> <p>1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.</p> <p>1112.RI.f3 Determine the speaker's point of view or purpose in a text.</p> <p>1112.RI.f4 Determine what arguments the speaker makes.</p> <p>1112.RI.f5 Evaluate the evidence used to make the speaker's argument.</p>	<p>the organizational pattern or text structure.</p> <p>1112.RI.c2 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.</p> <p>1112.RI.c3 Analyze the structure an author uses in his or her exposition or argument.</p> <p>1112.RI.c4 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.</p> <p>1112.RI.d4 Identify claims made by the author as being fact or opinion.</p> <p>1112.RI.d5 Distinguish reliable sources from non-reliable.</p> <p>1112.RI.d6 Evaluate the premises, purposes, argument that the author makes.</p> <p>1112.RI.f1 Delineate the premises, purposes, argument</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>and specific claims in two or more texts on related topics.</p> <p>1112.RI.f2 Assess the validity of the premises, purposes, arguments across texts on related topics.</p> <p>1112.RI.f3 Determine the speaker's point of view or purpose in a text.</p> <p>1112.RI.f4 Determine what arguments the speaker makes.</p> <p>1112.RI.f5 Evaluate the evidence used to make the speaker's argument.</p>	

GRADE 11/12 VOCABULARY DEVELOPMENT – VD

Grade 11/12: Word Building (WB)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.VD-WB.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade-level content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence,</p>	<p>1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p>	<p>11/12.VD-WB.1.ECS Use a range of strategies, including context, word prediction, and reference documents, to determine or clarify the meaning or pronunciations of unknown words.</p>	<p>To simplify and align to ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>paragraph, or portion of text; a word’s position or function in a sentence or a sentence within a paragraph) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>symbol, symbolism, symbolic, symbolize</i>).</p> <p>c. 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, its etymology, or its standard usage.</p> <p>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).</p>	<p>1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p> <p>1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>1112.RWL.a1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</p> <p>1112.RWL.a2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</p> <p>1112.RWL.a3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</p> <p>1112.RWL.a4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word.</p> <p>1112.RWL.b1 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase.</p>	
<p>11/12.VD-WB.2 Determine how words and phrases provide meaning and nuance to texts.</p> <p>a. Use Greek, Latin, and Norse mythology; and other works</p>	<p>1112.RWL.c1 Identify the denotation for a known word.</p> <p>1112.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</p>	<p>11/12.VD-WB.2.ECS Determine how words and phrases provide meaning in instructional-level text.</p>	<p>To simplify and align to ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>often alluded to in American and world literature to understand the meaning of words or phrases (e.g., “narcissistic” from the myth of Narcissus and Echo).</p> <p>b. Analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how FDR explored different ideas regarding freedom in his “Four Freedoms” speech).</p> <p>c. Analyze nuances in the meaning of words with similar denotations (e.g., <i>aggressive</i>, <i>assertive</i>, <i>forceful</i>, <i>domineering</i>).</p> <p>d. Analyze the impact of specific word choices on the effectiveness of the message meaning and the tone of the text.</p>	<p>1112.RWL.d1 Identify hyperbole in a text.</p> <p>1112.RWL.d2 Interpret figures of speech in context.</p> <p>1112.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</p>	<p>a. Introduce the use of 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).</p> <p>b. Identify the key terms from a text.</p> <p>c. Identify synonyms.</p> <p>d. Describe and/or recognize words that indicate mood.</p> <p>1112.RWL.c1 Identify the denotation for a known word.</p> <p>1112.RWL.c2 Explain differences or changes in the meaning of words with similar denotations.</p> <p>1112.RWL.d1 Identify hyperbole in a text.</p> <p>1112.RWL.d2 Interpret figures of speech in context.</p> <p>1112.RWL.d4 Analyze the use of figurative, connotative or technical terms on the meaning or tone of text.</p>	

Grade 11/12: Academic Vocabulary (AV)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases <i>occurring in grade-level reading and content</i>; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.</p>	<p>1112.WA.8 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</p> <p>1112.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</p>	<p>11/12.VD-AV.3.ECS Use grade appropriate general academic and domain-specific words and phrases accurately with discussions or writings.</p> <p>1112.RWL.b2 Use newly acquired domain-specific words and phrases accurately.</p>	To simplify and align to ICS.

GRADE 11/12 RESEARCH – RS

Grade 11/12: Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.RS-IP.1 Conduct brief as well as multi-day research projects to take some action or share findings orally or in writing by formulating multiple interlocking research questions that span the field of inquiry in time and scope; gathering relevant information efficiently from a variety of authoritative</p>	<p>1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</p> <p>1112.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.</p>	<p>11/12.RS-IP.1.ECS Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and refocusing the inquiry when appropriate; gathering and assessing the relevance and usefulness of information from</p>	To simplify and align to ICS.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>sources, as well as from direct observation, interviews, and surveys; making distinctions about the strengths and limitations of each source in terms of the task, purpose, and audience, noting any discrepancies among the data; and following a standard approved format (e.g., <i>APA</i>, <i>MLA</i>, <i>Chicago</i>) for citations and bibliographies.</p>	<p>1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</p> <p>1112.WI.a3 Use a standard format to produce citations.</p> <p>1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>1112.WP.b1 Gather relevant information about the topic or text and stated claims from authoritative print and/or digital sources.</p> <p>1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</p> <p>1112.WP.b9 Use a standard format to produce citations.</p>	<p>multiple reliable sources; and paraphrasing or quoting the data and conclusions of others, providing basic bibliographic information for sources, and respecting copyright guidelines for use of images.</p> <p>1112.HD.g1 Avoid plagiarism when integrating multiple sources into a written text or when discussing/referring to text.</p> <p>1112.WI.a1 Gather (e.g., highlight, quote or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources.</p> <p>1112.WI.a2 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</p> <p>1112.WI.a3 Use a standard format to produce citations.</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>1112.WI.a4 Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a topic, organize information related to the topic, draft a permanent product).</p> <p>1112.WP.b1 Gather relevant information about the topic or text and stated claims from authoritative print and/or digital sources.</p> <p>1112.WP.b8 Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism.</p> <p>1112.WP.b9 Use a standard format to produce citations.</p>	

Grade 11/12: Deep Reading on Topics to Build Knowledge (DR)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
11/12.RS-DR.2 Read a series of texts independently, with peers, or with modest support, organized around a variety of conceptually related topics to build knowledge about the world.		11/12.RS-DR.2.ECS Read or listen to a variety of texts about common topics.	To write an Extended content standard so all students can access this skill.

GRADE 11/12 WRITING – W

Grade 11/12: Range of Writing (RW)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
11/12.W-RW.1 Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.		11/12.W-RW.1.ECS With support, write for a variety of purposes, tasks, and audiences. This could include summaries, reflections, letters, and poetry.	To write an Extended content standard so all students can access this skill.
11/12.W-RW.2 Write arguments that support well-defined points of view that establish the significance of the claim(s) and distinguish those claim(s) from alternate or opposing claims with persuasive evidence and clear	<p>1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</p> <p>1112.WP.b4 Use context or related text to establish the significance of the claim(s).</p>	11/12.W-RW.2.ECS With support, write an argument with an introduction, supporting evidence and conclusion. Provide information about the strengths and limitations of each claim.	To simplify and align with ICS.

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>reasoning; point out the strengths and limitations of each claim in a manner that anticipates the audience’s knowledge level, concerns, and values; and provide a concluding section that articulates the implications, or the significance, of the argument presented.</p>	<p>1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.</p> <p>1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.</p> <p>1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.</p> <p>1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text.</p> <p>1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</p> <p>1112.WP.c3 Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence.</p> <p>1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice,</p>	<p>1112.WP.b3 Introduce claim(s) for an argument that reflects knowledge of the topic.</p> <p>1112.WP.b4 Use context or related text to establish the significance of the claim(s).</p> <p>1112.WP.b5 Identify claim(s) from alternate or opposing claims(s) in writing.</p> <p>1112.WP.b6 Create a writing organizational structure (e.g., introduce claim(s), distinguish supporting and opposing claims and relevant evidence for each, provide conclusion) logically sequencing claim(s), counterclaims, reasons, and evidence.</p> <p>1112.WP.b7 Provide the most relevant evidence for claim(s) and counterclaim(s) for use in writing.</p> <p>1112.WP.c1 Develop clear claim(s) with the most relevant evidence for a topic or text.</p> <p>1112.WP.c2 Use words, phrases, and clauses to create cohesion within writing.</p> <p>1112.WP.c3 Use words, phrases, and clauses to clarify the</p>	

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>sentence fluency, and voice should be active versus passive).</p> <p>1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.</p>	<p>relationship among claims, counterclaims, reasons, and evidence.</p> <p>1112.WP.d1 Maintain a consistent style and voice throughout writing (e.g., third person for formal style, accurate and efficient word choice, sentence fluency, and voice should be active versus passive).</p> <p>1112.WP.e1 Provide a concluding statement or section that supports the argument presented by stating the significance of the claim and/or presenting next steps related to the topic.</p>	
<p>11/12.W-RW.5 Produce clear and coherent organizational structures that attend to the norms and conventions of the writing genre, and in which ideas, concepts, and other information build on one another; include formatting and graphics to support the purpose, aid in comprehension, and create a unified whole; and use precise language, content-specific vocabulary, and varied transitions to link major sections of the text,</p>	<p>1112.WI.f1 Produce a clear and coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</p> <p>1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details which support the main ideas.</p> <p>1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task,</p>	<p>11/12.W-RW.5.ECS With support, produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader) using content specific language and appropriate transitions.</p> <p>1112.WI.f3 Report on a topic using a logical sequence of ideas, appropriate facts, and relevant,</p>	<p>To simplify and align with ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>create cohesion and clarify the relationships between and among ideas and concepts.</p>	<p>purpose (e.g. to entertain), and audience.</p> <p>11-12.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.</p>	<p>descriptive details which support the main ideas.</p> <p>1112.WL.p1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g. to entertain), and audience.</p> <p>11-12.WP.f1 Produce a clear and coherent permanent product that is appropriate to the specific task, purpose (to persuade), and audience.</p>	
<p>11/12.W-RW.6 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on reframing points to address specific purposes or needs of the audience. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p>	<p>1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>1112.WI.f2 Strengthen writing by revising and editing.</p> <p>1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused on a specific purpose and audience.</p> <p>1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</p>	<p>11/12.W-RW.6.ECS With guidance and support from peers and adults, strengthen writing by planning, revising, and editing.</p> <p>1112.WI.b1 Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.</p> <p>1112.WI.f2 Strengthen writing by revising and editing.</p> <p>1112.WL.a1 Develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story) focused</p>	<p>To simplify and align to ICS</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
	<p>1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.</p> <p>1112.WP.f2 Strengthen writing by revising and editing.</p>	<p>on a specific purpose and audience.</p> <p>1112.WL.p2 Strengthen writing by revising and editing (e.g., review product, strengthening story).</p> <p>1112.WP.b2 Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counterclaim, conclude argument) focused on a specific purpose and audience.</p> <p>1112.WP.f2 Strengthen writing by revising and editing.</p>	

Grade 11/12: Handwriting and Keyboarding (HWK)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.W-HWK.7 Write by hand or with technology to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>1112.WA.1 Use technology to produce and publish writing. (e.g., use Internet to gather information, word processing to generate and collaborate on writing).</p>	<p>11/12.W-HWK.7.ECS Use handwriting or technology to produce and publish writing (e.g., use Internet to gather information, word processing to generate and collaborate on writing) and develop sufficient keyboarding skills.</p>	<p>To simplify and align ICS</p>

GRADE 11/12 ORAL AND DIGITAL COMMUNICATIONS – ODC

Grade 11/12: Oral Communications (OC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.ODC-OC.1 Engage in collaborative discussions about <i>grade-level topics</i> and texts with peers by promoting civil, democratic discussions and decision-making, establishing individual roles, and tracking progress on specific goals; propelling conversations forward by synthesizing comments and ideas of several speakers and responding to diverse perspectives with relevant observations and ideas, resolving contradictions when possible; and determining what additional information is required to deepen the investigation or complete the task.</p>	<p>1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.</p> <p>1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p> <p>1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p>1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.</p> <p>1112.HD.h1 Work with peers to promote democratic discussions.</p> <p>1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p> <p>1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.</p>	<p>11/12.ODC-OC.1.ECS Engage in collaborative discussions with adults or peers about topics or texts by making a comment, responding to specific questions with detail, or posing questions. Use information and feedback to refine understanding and clarify meaning.</p> <p>1112.HD.b1 Consider a full range of ideas or positions on a given topic or text when presented in a discussion.</p> <p>1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text.</p> <p>1112.HD.b3 Summarize points of agreement and disagreement within a discussion on a given topic or text.</p> <p>1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to</p>	<p>To simplify and align to ICS.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		<p>make new connections with own view or understanding.</p> <p>1112.HD.h1 Work with peers to promote democratic discussions.</p> <p>1112.HD.h2 Actively seek the ideas or opinions of others in a discussion on a given topic or text.</p> <p>1112.HD.h3 Engage appropriately in discussion with others who have a diverse or divergent perspectives.</p>	
<p>11/12.ODC-OC.2 Analyze how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media.</p>		<p>11/12.ODC-OC.2.ECS Analyze the purpose of information presented in diverse media.</p>	<p>To write an Extended content standard so all students can access this skill.</p>
<p>11/12.ODC-OC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice.</p>	<p>11/12.ODC-OC.3.ECS Summarize the points a speaker makes and distinguish claims or arguments from those that are supported by evidence from those that are not. Discuss the word choice used by a speaker to present point of view.</p>	<p>To simplify and align</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
		1112.WP.a1 Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric for ideas, relationship between claims, reasoning, evidence, and word choice.	
<p>11/12.ODC-OC.4 Present information, findings, and supporting evidence orally, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning; ensure alternative or opposing perspectives are addressed; and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>		<p>11/12.ODC-OC.4.ECS Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, and descriptive details.</p>	<p>To write an Extended content standard so all students can access this skill.</p>

Grade 11/12: Digital Communications (DC)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.ODC-DC.5 Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not be publicly shared and describing</p>		<p>11/12.ODC-DC.5.ECS Demonstrate the responsible and ethical use of information and communication technologies by distinguishing between kinds of information that should and should not</p>	<p>To write an Extended content standard so all students can access this skill.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
the consequences of a poor decision.		be publicly shared and describing the consequences of a poor decision.	
11/12.ODC-DC.6 Integrate multiple sources of information presented in diverse digital media to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	1112.HD.c1 Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	11/12.ODC-DC.6.ECS Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	
11/12.ODC-DC.7 Analyze multiple interpretations of a text (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.		11/12.ODC-DC.7.ECS Explain the similarities and differences of multiple interpretations of a text.	To write an Extended content standard so all students can access this skill.
11/12.ODC-DC.8 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	1112.WA.3 Include digital or multimedia components and visual displays in presentations to clarify claims and findings, and emphasize salient points.	11/12.ODC-DC.8.ECS Use include digital or multimedia components and or visual displays in presentations (e.g. diagrams, tables, pictures, sound) to clarify claims and findings, and emphasize salient points information.	To simplify and align to ICS.

GRADE 11/12 GRAMMAR AND CONVENTIONS – GC

Grade 11/12: Grammar and Usage (GU)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p>b. 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.</p> <p>c. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the writing type.</p>		<p>11/12.GC-GU.1.ECS Use strategies (e.g., clear language and correct grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</p> <p>b. Avoid run-on sentences and sentence fragments.</p> <p>e. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>To write an Extended content standard so all students can access this skill.</p>

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>d. Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed.</p> <p>e. 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.</p>			

Grade 11/12: Mechanics (M)

Idaho Content Standards (ICS)	Extended Content Standards (ECS)	Proposed Alignment Revisions	Rationale for Revisions
<p>11/12.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> <p>a. Reflect appropriate manuscript requirements in writing, including correct use of seriation (headings and subheadings).</p>	<p>1112.WA.4 Use hyphenation conventions.</p> <p>1112.WA.5 Spell correctly in writing.</p>	<p>11/12.GC-M.2.ECS Demonstrate command of the conventions of English punctuation and capitalization.</p> <p>1112.WA.4 Use hyphenation conventions.</p> <p>1112.WA.5 Spell correctly in writing.</p>	<p>To simplify and align</p>
<p>11/12.GC-M.3 Spell correctly, consulting reference materials to check as needed.</p>		<p>11/12.GC-M.3.ECS Spell words correctly in writing.</p>	<p>To write an Extended content standard so all students can access this skill.</p>