



# IDAHO CONTENT STANDARDS

ENGLISH LANGUAGE ARTS/LITERACY

*Updated Standards Guide*



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
SHERRI YBARRA  
STATE DEPARTMENT OF EDUCATION  
PO BOX 83720  
BOISE, ID 83720-0027

**English Language Arts/Literacy  
&  
Literacy in History/Social  
Studies, Science, and Technical  
Subjects**

**Updated Standards Guide**

**K-12**

## Table of Contents

	<b>Page</b>
<b>How to Write the Idaho Content Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>	1
<b>Writing Components: Acquire Handwriting Skills for Print and Cursive Handwriting Kindergarten – 6<sup>th</sup></b>	2
<b>Updated Standards for English Language Arts &amp; Literacy 2<sup>nd</sup> – 12<sup>th</sup></b>	
2 <sup>nd</sup> Grade (Reading for Literature - Standard 4 / Writing - Standard 6)	3
3 <sup>rd</sup> Grade (Writing Standard 6)	3
4 <sup>th</sup> Grade (Writing – Standards 1 & 6)	4
5 <sup>th</sup> Grade (Writing – Standards 1 & 6)	4
6 <sup>th</sup> Grade (Writing – Standard 1)	5
7 <sup>th</sup> Grade (Writing – Standard 1)	5
8 <sup>th</sup> Grade (Reading for Literature - Standard 9 / Writing - Standard 1)	6
9 <sup>th</sup> -10 <sup>th</sup> Grades (Writing – Standard 1)	7
11 <sup>th</sup> -12 <sup>th</sup> Grades (Reading for Literature - Standards 4 & 9 / Reading for Informational Text – Standards 8 & 9 / Writing – Standard 1 / Language - Standard 2)	7-9
<b>Updated Standards for English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects 6<sup>th</sup>- 12<sup>th</sup></b>	
6 <sup>th</sup> -8 <sup>th</sup> Grades (Writing – Standard 1)	9
9 <sup>th</sup> -10 <sup>th</sup> Grades (Writing – Standard 1)	10
11 <sup>th</sup> -12 <sup>th</sup> Grades (Writing – Standard 1)	11

**How to Write the Idaho Content Standards for English Language Arts/Literacy & Literacy in History/Social Studies, Science, and Technical Subjects:**

Full name of Standard (Grade Level Indicator)	Standard • Reading Literature • Reading Informational Text • Writing • Speaking and Listening • Handwriting	Grade level	Standard number	Standard sub category letter (if applicable)	How to write as Anchor Standard	How to write for Grade Level Standard
					College Career Readiness Anchor Standards (no grade level indicated)	
Reading Literature (K-12)	RL	6	3		CCRA.R.3	RL.6.3
Reading Informational Text (K-12)	RI	9-10	9		CCRA.R.9	RI.9-10.9
Reading Literacy in History/Social Studies (6-12)	RH	9-10	2		CCRA.R.2	RH.9-10.2
Reading Literacy in Science and Technical Subjects (6-12)	RST	11-12	9		CCRA.R.9	RST.11-12.9
Reading Foundational Skills (K-5)	RF	1	2	b	CCRA.R.1	RF.1.2.b
Writing (K-12)	W	7	9	b	CCRA.W.9	W.7.9.b
Writing Literacy in History/Social Studies, Science, and Technical Subjects (6-12)	WHST	11-12	2	e	CCRA.W.2	WHST.11-12.2.e
Speaking and Listening (K-12)	SL	8	1	c	CCRA.SL.1	SL.8.1.c
Language (K-12)	L	11-12	4	d	CCRA.L.4	L.11-12.4.d
Handwriting (K-6)	HW	1	1	a	-	HW.1.a
<b>Write Anchor Standards as: College &amp; Career Readiness Anchor Standard. Standard Strand. Standard Number</b>						
i.e. <u>C</u> ollege & <u>C</u> areer Readiness. Reading (both Reading Literature and Reading Informational Text are just Reading). Standard 1						CCRA.R.1
i.e. <u>C</u> ollege & <u>C</u> areer <u>R</u> eadiness. Writing. Standard 9						CCRA.W.9
<b>Write Grade Level Standards as: Standard. Grade Level. Standard. Standard Number. Sub category letter if applicable</b>						
i.e. Speaking and Listening . <b>Eighth</b> Grade . Standard 1. Sub category letter c						SL.8.1.c
i.e. Writing in <b>H</b> istory/Social Studies, <b>S</b> cience and <b>T</b> echnical Subjects . Eleventh - Twelfth Grade . Standard 2 . Sub category letter e						WHST.11-12.2.e
i.e. <b>R</b> eading Literature . <b>Sixth</b> Grade . Standard 3						RL.6.3
i.e. <b>R</b> eading Informational Text . Grades <b>Nine – Ten</b> . Standard 9						RI.9-10.9

## Idaho Content Standards-Writing Component-Handwriting K–6

## HW

Kindergartners:	Grade 1 Students:	Grade 2 Students:
<b>Writing Components: Acquire Handwriting Skills for Print Handwriting</b>		
<b>HW.K.1</b> Write upper and lowercase letters of the alphabet. a. Write left to right, top to bottom, with appropriate spaces between words.	<b>HW.1.1</b> Print legibly. a. Write a complete sentence with words spaced appropriately.	<b>HW.2.1</b> Print with functional speed and maintain legibility.
<b>Grade 3 Students:</b>	<b>Grade 4 Students:</b>	
<b>Writing Components: Acquire Handwriting Skills for Cursive Handwriting</b>		
<b>HW.3.1</b> Write legibly in cursive.	<b>HW.4.1</b> Write fluently and legibly in cursive.	
<b>Grade 5 Students:</b>	<b>Grade 6 Students:</b>	
<b>Writing Components: Acquire Handwriting Skills for Print and Cursive Handwriting</b>		
<b>HW.5.1</b> Write fluently and legibly in print or cursive.	<b>HW.6.1</b> Write fluently and legibly in print or cursive.	

**2<sup>nd</sup> Grade****Reading Standard for Literature****RL**

Page in 2011-2016 Standards Booklet	Craft and Structure	Updated Standard
11	<b>RL.2.4</b> With guidance and support from adults, identify and describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	

**Writing Standard****W**

Page in 2011-2016 Standards Booklet	Production and Distribution of Writing	Updated Standard
19	<b>W.2.6</b> With guidance and support from adults, use technology to produce and publish writing, (using keyboarding skills) as well as to interact and collaborate with others.	

**3<sup>rd</sup> Grade****Writing Standard****W**

Page in 2011-2016 Standards Booklet	Production and Distribution of Writing	Updated Standard
21	<b>W.3.6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single setting. (e.g., 1-3 paragraphs).	

## 4<sup>th</sup> Grade

### Writing Standard

**W**

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
20	<p><b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>Use precise language and domain-specific vocabulary to support the opinion piece.</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	
Page in 2011-2016 Standards Booklet	Updated Standard	
21	<p><b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-2 pages)</p>	

## 5<sup>th</sup> Grade

### Writing Standard

**W**

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
20	<p><b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Use precise language and domain-specific vocabulary to support the opinion piece.</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol>	
Page in 2011-2016 Standards Booklet	Production and Distribution of Writing	Updated Standard
21	<p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type multi-paragraph text. (e.g., 1-3 pages)</p>	

**6<sup>th</sup> Grade****Writing Standard****W**

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
42	<p><b>W.6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. Use precise language and domain-specific vocabulary to support the argument.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the argument presented.</li> </ul>	

**7<sup>th</sup> Grade****Writing Standard****W**

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
42	<p><b>W.7.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. Use precise language and domain-specific vocabulary to support the argument.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	



**8<sup>th</sup> Grade****Reading Standard for Literature****RL**

Page in 2011-2016 Standards Booklet	Integration of Knowledge and Ideas	Updated Standard
37	<b>RL.8.9</b> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works (e.g., the Bible), including describing how the material is rendered new.	

**Writing Standard****W**

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
43	<p><b>W.8.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Use precise language and domain-specific vocabulary to support the argument.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	

**9<sup>th</sup> – 10<sup>th</sup> Grade**

**Writing Standard**

**W**

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
5	<p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the argument.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	

**11<sup>th</sup> – 12<sup>th</sup> Grade**

**Reading Standard for Literature**

**RL**

Page in 2011-2016 Standards Booklet	Craft and Structure	Updated Standard
38	<p><b>RL.11-12.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or powerful language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	
Page in 2011-2016 Standards Booklet	Integration of Knowledge and Ideas	Updated Standard
38	<p><b>RL.11-12.9</b> Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, and other literary canons, including how two or more texts from the same period treat similar themes or topics.</p>	

**11<sup>th</sup> – 12<sup>th</sup> Grade****Reading Standard for Informational Text****RI**

Page in 2011-2016 Standards Booklet	Integration of Knowledge and Ideas	Updated Standard
40	<b>RI.11-12.8</b> Delineate and evaluate the reasoning in seminal U.S. <u>and other</u> texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
Page in 2011-2016 Standards Booklet	Integration of Knowledge and Ideas	Updated Standard
40	<b>RI.11-12.9</b> Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) and other documents of similar significance for their themes, purposes, and rhetorical features.	

**Writing Standard****W**

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
45	<p><b>W.11-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile and analogy to manage the complexity of the argument.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	

**11<sup>th</sup> – 12<sup>th</sup> Grade****Language Standard****L**

Page in 2011-2016 Standards Booklet	Conventions of Standard English	Updated Standard
54	<p><b>L.11-12.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use hyphenation conventions.</li> <li>b. Spell correctly.</li> </ul>	

**Literacy in History/Social Studies, Science, and Technical Subjects****6<sup>th</sup> – 8<sup>th</sup> Grade****Writing Standard****W**

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
64	<p><b>WHST.6-8.1</b> Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. Use precise language and domain-specific vocabulary to support the argument.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	

# Literacy in History/Social Studies, Science, and Technical Subjects

## 9<sup>th</sup> – 10<sup>th</sup> Grade

### Writing Standard

### W

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
64	<p><b>WHST.9-10.1</b> Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the argument and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ul>	

# Literacy in History/Social Studies, Science, and Technical Subjects

## 11<sup>th</sup> – 12<sup>th</sup> Grade

### Writing Standard

### W

Page in 2011-2016 Standards Booklet	Text Types and Purposes	Updated Standard
6	<p><b>WHST.11-12.1</b> Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> <li>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the argument; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol>	