

IDAHO EXTENDED CONTENT STANDARDS
LANGUAGE ARTS

Standard 1: Reading Process (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|--|--|--|--|---|---|--|--|---|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Goal 1.3: Acquire Phonological Awareness Skills (continued from previous page) | K.LA.1.3.4A- Reproduces simple onsets and rimes to produce real words (e.g. repeats onset /c/ with rime /at/ to produce /cat/. | 1.LA.1.3.4A- Segment syllables (beats) in a word. | | | | | | | | | | | | |
| | K.LA.1.3.5A- Attends to adults blending spoken phonemes (CVC) to form single-syllable words (e.g. /d...o.../g/ says dog and shows picture or object) | | | | | | | | | | | | | |
| | K.LA.1.3.6A- Match the initial sound (not the letter) to the initial sound of a spoken word. | | | | | | | | | | | | | |
| | K.LA.1.3.7A- Segments one-syllable words into its phonemes, (e.g. using manipulatives to mark each phoneme, imitates an adult) | | | | | | | | | | | | | |
| | K.LA.1.3.8A- Identifies syllables in a word. | | | | | | | | | | | | | |
| Goal 1.4: Acquire Decoding Skills- Using Word Parts | K.LA.1.4.1A- Reproduces sounds or symbols to match sounds or symbols in similar words. | 1.LA.1.4.1A- Match sound to letter-symbol. | 2.LA.1.4.1A- Match letter symbols to sound. | 3.LA.1.4.1A- Identify word patterns and/or word families. | 4.LA.1.4.1A- Identify word parts as letters and syllables, i.e. prefix, word families, root word, suffix. | 5.LA.1.4.1A- Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix. | 6.LA.1.4.1A- Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix. | 7.LA.1.4.1A- Use word parts (letters, syllables) to decode unfamiliar words, i.e. prefix, word family, root word, suffix. | 8.LA.1.4.1A- Use word parts (letters, syllables) to read multi-syllable words, i.e. prefix, word family, root word, suffix. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. |
| | | 1.LA.1.4.2A- Imitate reading abbreviations in text appropriate to grade level. | 2.LA.1.4.2A- Attend to abbreviations in text appropriate to grade level. | 3.LA.1.4.2A- Recognizes abbreviations in text appropriate to grade level. | 4.LA.1.4.2A- Read simple abbreviations appropriate to grade level. | 5.LA.1.4.2A- Read simple abbreviations appropriate to grade level. | 6.LA.1.4.2A- Read simple abbreviations appropriate to grade level. | 7.LA.1.4.2A- Read simple abbreviations appropriate to grade level. | 8.LA.1.4.2A- Read simple abbreviations appropriate to grade level. | | | | | |

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Standard 1: Reading Process (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|---|---|--|--|--|--|---|---|--|--|--|---|---|---|--------------------------|
| Goal 1.5: Acquire Decoding Skills-Using Syllabication | K.LA.1.5.1.A- Match letter-symbols. | 1.LA.1.5.1.A- Match common onsets, rimes, and word patterns to generate words. | 2.LA.1.5.1.A- Identify that letters that letters put together make words. | 3.LA.1.5.1.A- Identify that letters and syllables put together make words. | 4.LA.1.5.1.A- Identify that letters and syllables put together make words. | 5.LA.1.5.1.A- Identify that letters put together with certain rules make words. | 6.LA.1.5.1.A- Identify that letters put together with certain rules make words. | 7.LA.1.5.1.A- Identify that letters put together with certain rules make words. | 8.LA.1.5.1.A- Identify that letters put together with certain rules make words. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives in Speech. |
| Goal 1.6: Acquire Decoding Skills-Using Context | No objectives at this grade level. | 1.LA.1.6.1.A- Use visual, tactile, and/or auditory prompts to identify new words. | 2.LA.1.6.1.A- Use visual, tactile, and/or auditory prompts to identify new words. | 3.LA.1.6.1.A- Use visual, tactile, and/or auditory prompts to identify new words. | 4.LA.1.6.1.A- Use visual, tactile, and/or auditory prompts to identify new words. | 5.LA.1.6.1.A- Use visual, tactile, and/or auditory prompts to identify new words. | 6.LA.1.6.1.A- Use visual, tactile, and/or auditory prompts and context clues to identify new words. | 7.LA.1.6.1.A- Use visual, tactile, and/or auditory prompts and context clues to identify new words. | 8.LA.1.6.1.A- Use visual, tactile, and/or auditory prompts and context clues to identify new words. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives in Speech. |
| Goal 1.7: Acquire Fluency | K.LA.1.7.1.A- Recognizes automatically between 5 to 25 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words). | 1.LA.1.7.1.A- Recognizes automatically between 10 to 35 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words). | 2.LA.1.7.1.A- Recognizes automatically between 15 to 45 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words). | 3.LA.1.7.1.A- Recognizes automatically between 20 to 50 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words). | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives in Speech. |
| | | 1.LA.1.7.2.A- Listen to grade 1 appropriate text read aloud by repeating text in choral reading. | 2.LA.1.7.2.A- Listen to grade 2 appropriate text read aloud by repeating text in choral reading. | 3.LA.1.7.2.A- Listen to grade 3 appropriate text read aloud by repeating text in choral reading. | 4.LA.1.7.1.A- Read simplified, grade 4 appropriate text. | 5.LA.1.7.1.A- Read simplified, grade 5 appropriate text. | 6.LA.1.7.1.A- Read simplified, grade 6 appropriate text. | 7.LA.1.7.1.A- Read simplified, grade 7 appropriate text. | 8.LA.1.7.1.A- Read simplified, grade 8 appropriate text. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives in Speech. |
| Goal 1.8: Vocabulary and Concept Development | K.LA.1.8.1.A- Classify common words, pictures and/or objects into basic categories. | 1.LA.1.8.1.A- Identify words and concepts of the inflectional ending (i.e. plural, ing). | 2.LA.1.8.1.A- Identify words and the meaning of inflectional ending, such as singular and plural or -ed. | 3.LA.1.8.1.A- Identify words and the meaning of common suffixes, such as singular and plural. | 4.LA.1.8.1.A- Identify common words and the meaning of common suffixes, such as singular and plural. | 5.LA.1.8.1.A- Identify root words and the meaning of common suffixes. | 6.LA.1.8.1.A- Identify common root words and the meaning of other words derived from the root. | 7.LA.1.8.1.A- Identify words and the meaning of common prefixes, such as un- or pre-. | 8.LA.1.8.1.A- Identify root words and the meaning of common affixes, such as the meaning of un and ful. | 9.LA.1.8.1.A- Identify root words and the meaning of common affixes. | 10.LA.1.8.1.A- Identify root words and the meaning of common affixes. | 11.LA.1.8.1.A- Identify root words and the meaning of common affixes. | 12.LA.1.8.1.A- Identify root words and the meaning of common affixes. | No objectives in Speech. |
| | K.LA.1.8.2.A- Match word meaning in the context in which the word is used (i.e. use picture clues, prompts from spoken words) | 1.LA.1.8.2.A- Match common antonyms using pictures, objects, signs | 2.LA.1.8.2.A- Identify words that are common opposites or mean the same (antonyms, synonyms). | 3.LA.1.8.2.A- Identify words and the concepts of same or opposite in meaning (synonyms, antonyms) | 4.LA.1.8.2.A- Identify words and the concepts of same or opposite in meaning and same sounds— spelled differently (synonyms, antonyms, homophones) | 5.LA.1.8.2.A- Use context to define words and words that have multiple meanings. | 6.LA.1.8.2.A- Use context to define words and words that have multiple meanings. | 7.LA.1.8.2.A- Identify word and concept differences, involving antonyms, synonyms, and words with multiple meanings. | 8.LA.1.8.2.A- Identify word and concept differences, involving antonyms, synonyms, and words with multiple meanings. | 9.LA.1.8.2.A- Use context clues to determine the meaning of words. | 10.LA.1.8.2.A- Use context clues to determine the meaning of words. | 11.LA.1.8.2.A- Use context clues to determine the meaning of words. | 12.LA.1.8.2.A- Use context clues to determine the meaning of words. | |

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Standard 1: Reading Process (continued)

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|---|---|--|--|--|--|--|--|---|---|---------|----------|----------|----------|----------------------|
| Goal 1.8: Vocabulary and Concept Development (continued from previous page) | K.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Kindergarten content area text. | 1.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 1 content area text. | 2.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 2 content area text. | 3.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 3 content area text. | 4.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 4 content area text. | 5.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 5 content area text. | 6.LA.1.8.3.A Match pictures/objects/gestures/words and concepts necessary for math, science, social studies and other Grade 6 content area text. | 7.LA.1.8.3.A Use pictures/objects/gestures/words necessary to clarify, predict, or expand meaning and concepts. | 8.LA.1.8.3.A Identify and/or use words and concepts related to each grade 8 content area. | | | | | |
| | | 1.LA.1.8.4.A Use personal dictionary of pictures/objects, signs, etc to develop concepts and vocabulary. | 2.LA.1.8.4.A Use dictionary materials to develop concepts and vocabulary. | 3.LA.1.8.4.A Use dictionary materials to develop concepts and vocabulary. | 4.LA.1.8.4.A Use dictionary materials to develop concepts and vocabulary. | 5.LA.1.8.4.A Use reference materials to develop vocabulary and meaning of words; e.g. dictionary or thesaurus. | 6.LA.1.8.4.A Use reference materials to develop vocabulary and meaning of words; e.g. dictionary or thesaurus. | 7.LA.1.8.4.A Use reference materials to develop vocabulary and meaning of words; such as dictionary or thesaurus. | 8.LA.1.8.4.A Use reference materials to develop vocabulary and meaning of words; such as dictionary or thesaurus. | | | | | |

IDAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

Standard 2: Comprehension/Interpretation

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|--|--|--|--|--|---|--|---|---|--|--|---|--|--|--------------------------|
| Goal 2.1: Acquire Strategies and Skills for Comprehending Text | K.LA.2.1.1-A Identifies text for reading. | 1.LA.2.1.1-A Attend to reading for a purpose (e.g. pleasure, information) | 2.LA.2.1.1-A Identify the purpose of different kinds of text. | 3.LA.2.1.1-A Identify the purpose of different kinds of text. | 4.LA.2.1.1-A Identify the purpose of different kinds of text. | 5.LA.2.1.1-A Identify the purpose of different kinds of text. | 6.LA.2.1.1-A Identify the purpose of different kinds of text. | 7.LA.2.1.1-A Identify the purpose or use of various texts. | 8.LA.2.1.1-A Interpret facts or events from different kinds of text to demonstrate understanding. | 9.LA.2.1.1-A Interpret a single issue from different kinds of text to demonstrate understanding. | 10.LA.2.1.1-A Interpret different kinds of text to demonstrate understanding. | 11.LA.2.1.1-A Interpret different kinds of text to demonstrate understanding. | 12.LA.2.1.1-A Interpret different kinds of text to demonstrate understanding. | No objectives in Speech. |
| | K.LA.2.1.2-A Match information and/or events in texts to self. | 1.LA.2.1.2-A Participate in connecting the information and events in texts to self. | 2.LA.2.1.2-A Participate in connecting the information and events in texts to self. | 3.LA.2.1.2-A Connect the information and events in texts to self. | 4.LA.2.1.2-A Connects cause and effect relationships in text to self. | 5.LA.2.1.2-A Connects cause and effect relationships in text. | 6.LA.2.1.2-A Connects cause and effect relationships in text. | 7.LA.2.1.2-A Connect cause and effect relationships in text to gain meaning. | 8.LA.2.1.2-A Identify cause and effect relationship in text. | 9.LA.2.1.2-A Identify need for clarification or assistance when reading. | 10.LA.2.1.2-A Identify need for clarification or assistance when reading. | 11.LA.2.1.2-A Identify need for clarification or assistance when reading. | 12.LA.2.1.2-A Identify need for clarification or assistance when reading. | |
| | K.LA.2.1.3-A Identify picture clues, objects, and gestures in context to aid comprehension. | 1.LA.2.1.3-A Participate in using picture clues and context to identify a conclusion based on text. | 2.LA.2.1.3-A Participate in using picture clues and context to identify a conclusion based on text. | 3.LA.2.1.3-A Use picture clues and context to support a conclusion from text. | 4.LA.2.1.3-A Use picture clues and context to support a conclusion from text. | 5.LA.2.1.3-A Use picture clues and context to support a conclusion from text. | 6.LA.2.1.3-A Use picture clues and context to support a conclusion from text. | 7.LA.2.1.3-A Use picture clues and context to draw a conclusion or form an opinion. | 8.LA.2.1.3-A Use picture clues and context to draw a conclusion or form an opinion. | 9.LA.2.1.3-A Create a simple outline, notes, chart, and/or diagram (Use simple templates). | 10.LA.2.1.3-A Use simple outlines, notes, charts, and/or diagrams to aid in comprehension. | 11.LA.2.1.3-A Use picture clues and context to comprehend text. | 12.LA.2.1.3-A Use picture clues and context to comprehend text. | |
| Goal 2.2: Acquire Skills to Comprehend Expository Text | K.LA.2.2.1-A Participate in identify pictures, objects, gestures, or words for topics in expository text that is heard or read. | 1.LA.2.2.1-A Identify a topic of expository text that is heard or read. | 2.LA.2.2.1-A Identify a main idea in expository text that is heard or read. | 3.LA.2.2.1-A Identify cause-effect and descriptions in expository text. | 4.LA.2.2.1-A Identify between-facts and opinions in expository text. | 5.LA.2.2.1-A Identify details in expository text to support comprehension. | 6.LA.2.2.1-A Identify various structures of expository text. | 7.LA.2.2.1-A Identify various structures of expository text. | 8.LA.2.2.1-A Identify various structures of expository text. | 9.LA.2.2.1-A Identify the main idea in informational text, e.g. newspapers, articles, speeches. | 10.LA.2.2.1-A Identify and sequence information or procedures from informational text. | 11.LA.2.2.1-A Identify the main idea in informational text, e.g. promotional literature | 12.LA.2.2.1-A Identify the main idea in informational text, e.g. policies, speeches | No objectives in Speech. |
| | K.LA.2.2.2-A Respond to yes/no question based on fact in an expository text, heard or read. | 1.LA.2.2.2-A Respond to yes/no question based on who, what, when, where, how, why in expository text that is heard or read. | 2.LA.2.2.2-A Respond to yes/no question based on who, what, when, where, how, why in expository text that is heard or read. | 3.LA.2.2.2-A Respond to yes/no question based on who, what, when, where, how, why in expository text that is heard or read. | 4.LA.2.2.2-A Respond to yes/no question based on how, why or what if in expository text that is heard or read. | 5.LA.2.2.2-A Respond to yes/no question based on who, what, when, where, how, why in expository text that is heard or read. | 6.LA.2.2.2-A Respond to yes/no question based on how, why or what if in expository text that is heard or read. | 7.LA.2.2.2-A Respond to yes/no question based on how, why or what if in expository text that is heard or read. | 8.LA.2.2.2-A Respond to yes/no question based on how, why or what if in expository text. | 9.LA.2.2.2-A Identifies the purpose of a simple communication formats (e.g. letters, directions, websites, etc) | 10.LA.2.2.2-A Identifies the purpose of a simple communication formats (e.g. letters, directions, websites, etc) | | | |

IDAHO EXTENDED CONTENT STANDARDS
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Standard 2: Comprehension/Interpretation (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|---|---|--|--|--|---|---|---|---|---|---|--|---|---|--------------------------|
| Goal 2.2: Acquire Skills to Comprehend Expository Text (continued from previous page) | K.LA.2.2.3.A- Sequence two pieces of information from expository text using pictures or object clues. | 1.LA.2.2.3.A- Identify and sequence information from expository text using pictures or object clues. | 2.LA.2.2.3.A- Identify and sequence information from expository text using pictures or object clues to retell. | 3.LA.2.2.3.A- Identify and sequence details from expository text using pictures or object clues to retell. | 4.LA.2.2.3.A- Identify the main idea from expository text using pictures or object clues to retell. | 5.LA.2.2.3.A- Identify main ideas from expository text using pictures or object clues to retell. | 6.LA.2.2.3.A- Identify facts and details from expository text using pictures or object clues to retell. | 7.LA.2.2.3.A- Identify the main idea and details from expository text to retell. | 8.LA.2.2.3.A- Identify the main idea and details from expository text to retell. | 9.LA.2.2.3.A- Identify between facts and opinions in an argument or claim by an author. | 10.LA.2.2.3.A- Identify between facts and opinions in an argument or claim by an author. | 11.LA.2.2.3- Identify and sequence information from expository text. | 12.LA.2.2.3- Identify and sequence information from expository text. | |
| | K.LA.2.2.4.A- Follow single-step directions using clues from pictures, objects, signs, etc. | 1.LA.2.2.4.A- Follow single-step directions using clues from pictures, objects, signs, etc. | 2.LA.2.2.4.A- Follow a single-written direction. | 3.LA.2.2.4.A- Follow single and two-step directions (symbols such as pictures/objects/graphics/ words): | 4.LA.2.2.4.A- Follow single and two-step directions (symbols such as pictures/objects/graphics/ words): | 5.LA.2.2.4.A- Follow single and multi-step directions (symbols such as pictures/objects/graphics/ words): | 6.LA.2.2.4.A- Follow single and two-step written directions (symbols such as pictures/objects/graphics/ words): | 7.LA.2.2.4.A- Follow single and multi-step written directions (symbols such as pictures/objects/graphics/ words): | 8.LA.2.2.4.A- Identify the main purpose of a procedure specified in informational text. | | | | | |
| Goal 2.3: Acquire Skills for Comprehending Literary Text | K.LA.2.3.1.A- React to a real or imaginary literary story that is heard or read. | 1.LA.2.3.1.A- Identify whether a story that is heard or read is reality or fantasy. | 2.LA.2.3.1.A- Identify between fiction and non-fiction reading materials. | 3.LA.2.3.1.A- Identify different genres of literature (fairy tales, poetry). | 4.LA.2.3.1.A- Identify characteristics of various genres including poetry. | 5.LA.2.3.1.A- Identify genres of fiction and poems. | 6.LA.2.3.1.A- Identify genres of fiction and poems and matches a major characteristic of each form. | 7.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre, including poetry. | 8.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre. | 9.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre. | 10.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre. | 11.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre and traditions. | 12.LA.2.3.1.A- Demonstrate comprehension of literary text from a variety of genre and traditions. | No objectives in Speech. |

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Standard 2: Comprehension/Interpretation (continued)

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|---|--|---|---|---|--|--|---|--|--|--|---|---|---|----------------------|
| Goal 2.3: Acquire Skills for Comprehending Literary Text (continued from previous page) | | | | 3.LA.2.3.1.A Demonstrate comprehension of literary text. | | | | | | | | | | |
| | K.LA.2.3.2.A Identify a character in a story that is heard or read. | 1.LA.2.3.2.A Identify character(s) in a story that is heard or read. | 2.LA.2.3.2.A Identify character(s) in a story that is heard or read. | 3.LA.2.3.2.A Identify characters in a story. | 4.LA.2.3.2.A Identify characters and their traits within a story heard or read. | 5.LA.2.3.2.A Identify characters and their traits and/or actions. | 6.LA.2.3.2.A Identify characters and their traits and/or actions. | 7.LA.2.3.2.A Identify characters and their traits and/or actions. | 8.LA.2.3.2.A Identify characters and their traits and/or actions. | 9.LA.2.3.2.A Identify characters and their traits and/or actions. | 10.LA.2.3.2.A Identify characters and their traits and/or actions. | 11.LA.2.3.2.A Identify characters and their traits and/or actions. | 12.LA.2.3.2.A Identify characters and their traits and/or actions. | |
| | K.LA.2.3.3.A Identify the setting in story that is heard or read. | 1.LA.2.3.3.A Identify the setting in story that is heard or read. | 2.LA.2.3.3.A Identify the setting in story that is heard or read. | 3.LA.2.3.3.A Identify setting of a story. | 4.LA.2.3.3.A Identify setting of a story. | 5.LA.2.3.3.A Identify and describes a setting of a story. | 6.LA.2.3.3.A Identify and describes a setting of a story. | 7.LA.2.3.3.A Identify a setting of a story and its influence on character(s). | 8.LA.2.3.3.A Identify a setting of a story and its influence on the meaning of the story. | 9.LA.2.3.3.A Identify a setting of a story and its influence on the meaning of the story. | | | | |
| | K.LA.2.3.4.A Retell the beginning of a story that is heard or read. | 1.LA.2.3.4.A Retell the ending of a story that is heard or read. | 2.LA.2.3.4.A Retell the basic topic of a story. | 3.LA.2.3.4.A Retell a story. | 4.LA.2.3.4.A Identify the main idea of a story plot. | 5.LA.2.3.4.A Identify the main problem or plot of a story. | 6.LA.2.3.4.A Identify the main problem or plot of a story. | 7.LA.2.3.4.A Identify the main problem or plot of a story. | 8.LA.2.3.4.A Identify the main problem and how it is resolved in a story. | | | | | |
| | | | | 3.LA.2.3.5.A Identify who is telling a story. | 4.LA.2.3.5.A Identify who is telling a story. | 5.LA.2.3.5.A Identify the speaker of a story. | 6.LA.2.3.5.A Identify the speaker of a story. | 7.LA.2.3.5.A Identify a story's speaker. | 8.LA.2.3.5.A Identify the speaker of a story. | 9.LA.2.3.4.A Identify a story's speaker. | 10.LA.2.3.3.A Identify a story's speaker. | | | |
| | | | | 3.LA.2.3.6.A Identify a lesson of a fable or folktale. | 4.LA.2.3.6.A Identify a lesson of a fable or folktale. | 5.LA.2.3.6.A Identify a lesson that is presented in a literary selection. | 6.LA.2.3.6.A Identify a theme that is presented in a literary selection. | 7.LA.2.3.6.A Identify the theme of a story. | 8.LA.2.3.6.A Identify the theme of a story. | 9.LA.2.3.5.A Identify the theme of a story. | 10.LA.2.3.4.A Identify the theme of a story. | 11.LA.2.3.3 Identify the theme of a story. | 12.LA.2.3.3 Identify the theme of a story. | |
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IDAHO EXTENDED CONTENT STANDARDS
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Standard 2: Comprehension/Interpretation (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|---|--------------|---------|---------|---|---|--|--|--|------------------------------------|--|---|---|---|----------------------|
| Goal 2.3: Acquire Skills for Comprehending Literary Text (continued from previous page) | | | | 3.LA.2.3.7 Identify simple; common idioms. | 4.LA.2.3.7 Identify simple; common idioms. | 5.LA.2.3.7.A Identify the meaning of a metaphor or idiom. | 6.LA.2.3.7.A Identify text that uses simple literary devices such as flashback or foreshadowing | 7.LA.2.3.7.A Identify the meaning of a literary devices (e.g., imagery or onomatopoeia) | No objectives at this grade level. | 9.LA.2.3.6.A Identify common idioms as figurative speech, i.e., symbolism. | 10.LA.2.3.5.A Identify common idioms as figurative speech and imagery, i.e., sound of language. | 11.LA.2.3.4 Identify common idioms as figurative speech and imagery, i.e. sound of language. | 12.LA.2.3.4 Identify common idioms as figurative speech and imagery, i.e. sound of language. | |
| | | | | | | | | 7.LA.2.3.8.A Respond to a style of writing. | No objectives at this grade level. | 9.LA.2.3.7.A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood. | 10.LA.2.3.6.A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood. | 11.LA.2.3.5.A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood. | 12.LA.2.3.5.A Identify the author's style based on the elements of a story, eg. Word choice, themes, mood. | |

IDAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

Standard 3: Writing Process

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|--|--|--|--|---|---|--|--|--|---|---|--|---|---|--------------------------|
| Goal 3.1: Acquire Prewriting Skills | K.LA.3.1.1.A- Participate with other peers in generating ideas using pre-writing strategies. | 1.LA.3.1.1.A- Participate with other peers in generating ideas using pre-writing strategies. | 2.LA.3.1.1.A- Participate in generating ideas using prewriting strategies. | 3.LA.3.1.1.A- Participate in generating ideas using prewriting strategies. | 4.LA.3.1.1.A- Participate in generating ideas using prewriting strategies. | 5.LA.3.1.1.A- Generate ideas using simple prewriting strategies. | 6.LA.3.1.1.A- Generate ideas using simple prewriting strategies. | 7.LA.3.1.1.A- Generate ideas using simple prewriting strategies. | 8.LA.3.1.1.A- Generate ideas using a simple prewriting strategies. | 9.LA.3.1.1.A- Generate ideas using simple prewriting strategies. | 10.LA.3.1.1.A- Generate ideas using simple prewriting strategies. | 11.LA.3.1.1.A- Generate ideas using a variety of prewriting strategies. | 12.LA.3.1.1.A- Generate ideas using a variety of prewriting strategies. | No objectives in Speech. |
| | K.LA.3.1.2.A- Choose pictures or objects in generating a story idea. | 1.LA.3.1.2.A- Participate in identifying a main idea. | 2.LA.3.1.2.A- Participate in identifying the main idea. | 3.LA.3.1.2.A- Participate in identifying the main idea. | 4.LA.3.1.2.A- Participate in identifying the main idea. | 5.LA.3.1.2.A- Participate in identifying the main idea appropriate to the type of writing. | 6.LA.3.1.2.A- Participate in identifying the main idea appropriate to the type of writing. | 7.LA.3.1.2.A- Generate a main idea appropriate to the type of writing. | 8.LA.3.1.2.A- Generate a main idea appropriate to the type of writing. | 9.LA.3.1.2.A- Generate a main idea appropriate to a type of writing. | 10.LA.3.1.2.A- Generate a main idea appropriate to a type of writing. | 11.LA.3.1.2.A- Generate a main idea and/or supporting details appropriate to a type of writing. | 12.LA.3.1.2.A- Generate a main idea and/or supporting details appropriate to a type of writing. | |
| | | | 2.LA.3.1.3.A- Participate in using strategies for planning and organizing writing. | 3.LA.3.1.3.A- Use strategies for planning and organizing writing. | 4.LA.3.1.3.A- Use strategies for planning and organizing writing. | 5.LA.3.1.3.A- Use strategies for planning and organizing writing. | 6.LA.3.1.3.A- Use strategies for planning and organizing writing. | 7.LA.3.1.3.A- Use strategies for planning and organizing writing. | 8.LA.3.1.3.A- Use strategies for planning and organizing writing. | 9.LA.3.1.3.A- Use strategies for planning and organizing writing. | 10.LA.3.1.3.A- Use strategies for planning and organizing writing. | 11.LA.3.1.3.A- Use strategies for planning and organizing writing. | 12.LA.3.1.3.A- Use strategies for planning and organizing writing. | |
| | | | 2.LA.3.1.4.A- Identify an appropriate writing format for audience. | 3.LA.3.1.4.A- Select a writing format template for purpose and audience (e.g. graphic organizer, pictures, objects, etc). | 4.LA.3.1.4.A- Select a writing format template for purpose and audience (e.g. graphic organizer, pictures, objects, etc). | 5.LA.3.1.4.A- Identify an appropriate writing format for audience. | 6.LA.3.1.4.A- Identify an appropriate writing format for audience. | 7.LA.3.1.4.A- Identify an appropriate writing format to match audience or purpose. | 8.LA.3.1.4.A- Use an appropriate writing format to match audience or purpose. | 9.LA.3.1.4.A- Use an appropriate writing format to match audience or purpose. | 10.LA.3.1.4.A- Use an appropriate writing format to match audience and purpose. | 11.LA.3.1.4.A- Use an appropriate writing format to match audience and purpose. | 12.LA.3.1.4.A- Use an appropriate writing format to match audience and purpose. | |
| | | | | 3.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | 4.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | 5.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | 6.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | 7.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | 8.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | 9.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | 10.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | 11.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | 12.LA.3.1.5.A- Follow set time periods for producing a piece of writing. | |
| Goal 3.2: Acquire Skills for Writing a Draft | K.LA.3.2.1.A- Generated ideas for a writing topic. | 1.LA.3.2.1.A- Generated ideas for a writing topic. | 2.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 3.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 4.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 5.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 6.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 7.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 8.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 9.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 10.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 11.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | 12.LA.3.2.1.A- Use ideas generated in prewriting to write a draft. | No objectives in Speech. |
| | | | | | | 5.LA.3.2.2.A- Produces a draft with a main idea and supporting details. | 6.LA.3.2.2.A- Produces a draft with a main idea and supporting details. | 7.LA.3.2.2.A- Produces a draft with a main idea and supporting details in logical order. | 8.LA.3.2.2.A- Produces a draft using a template to sequence ideas in logical order. | 9.LA.3.2.2.A- Produces a draft with a main idea and sequences supporting details. | 10.LA.3.2.2.A- Produces a draft with a main idea and sequences supporting details. | | | |

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

Standard 3: Writing Process (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|---|------------------------------------|---|--|--|--|--|---|--|--|--|---|--|--|--------------------------|
| Goal 3.3: Acquire Skills for Revising a Draft | No objectives at this grade level. | 1.LA.3.3.1.A- With a peer, participate in revising writing. | 2.LA.3.3.1.A- Revise writing by substituting or retelling text. | 3.LA.3.3.1.A- Revise draft to enhance meaning. | 4.LA.3.3.1.A- Revise writing to enhance meaning. | 5.LA.3.3.1.A- Revise writing for clarity and effective sequencing. | 6.LA.3.3.1.A- Revise writing for clarity and effective sequencing. | 7.LA.3.3.1.A- Revise writing for clarity and effective sequencing. | 8.LA.3.3.1.A- Revise writing for clarity and effective sequencing. | 9.LA.3.3.1.A- Revise writing for clarity and effective sequencing. | 10.LA.3.3.1.A- Revise writing for clarity and effective sequencing. | 11.LA.3.3.1.A- Revise writing for clarity and effective sequencing. | 12.LA.3.3.1.A- Revise writing for clarity and effective sequencing. | No objectives in Speech. |
| | | | 2.LA.3.3.2.A- Revise writing by selecting a detail to add to text. | 3.LA.3.3.2.A- Revise writing by adding to the text. | 4.LA.3.3.2.A- Revise writing by adding a detail. | 5.LA.3.3.2.A- Revise writing by adding a detail. | 6.LA.3.3.2.A- Revise writing by adding a detail. | 7.LA.3.3.2.A- Revise writing by adding a detail or deleting redundant information. | 8.LA.3.3.2.A- Revise writing by adding a detail or deleting redundant information. | 9.LA.3.3.2.A- Revise writing by adding a detail or deleting redundant information. | 10.LA.3.3.2.A- Revise writing by adding a detail or deleting redundant information. | 11.LA.3.3.2.A | 12.LA.3.3.2.A | |
| | | | | | 4.LA.3.3.3.A- Use a transition word to indicate sequence. | 5.LA.3.3.3.A- Use a transition word to indicate sequence. | 6.LA.3.3.3.A- Use a transition word to indicate sequence. | 7.LA.3.3.3.A- Use a transition word to improve organization. | 8.LA.3.3.3.A- Use a transition word to improve organization. | 9.LA.3.3.3.A- Use a transition word to improve organization. | 10.LA.3.3.3.A- Use a transition word to improve organization. | 11.LA.3.3.3.A | 12.LA.3.3.3.A | |
| | | | | 3.LA.3.3.3.A- Revise writing by substituting words to clarify meaning. | 4.LA.3.3.3.A- Revise writing by rearranging words or sentences to clarify meaning. | 5.LA.3.3.3.A- Revise writing by substituting words to clarify meaning. | 6.LA.3.3.3.A- Revise writing by substituting words or sentences to enhance style. | 7.LA.3.3.3.A- Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements. | 8.LA.3.3.3.A- Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements. | 9.LA.3.3.3.A- Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements. | 10.LA.3.3.3.A- Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements. | 11.LA.3.3.3.A | 12.LA.3.3.3.A | |
| | | | | 3.LA.3.3.4.A- Use a literary model in a piece of writing. | 4.LA.3.3.4.A- Use a literary model in a piece of writing. | 5.LA.3.3.4.A- Use a literary model in a piece of writing. | 6.LA.3.3.4.A- Use a literary model in a piece of writing. | 7.LA.3.3.4.A- Use a literary model in a piece of writing. | 8.LA.3.3.4.A- Use a literary model in a piece of writing. | 9.LA.3.3.4.A- Use a literary model in a piece of writing. | 10.LA.3.3.4.A- Use a literary model in a piece of writing. | 11.LA.3.3.4.A | 12.LA.3.3.4.A | |
| | | | 2.LA.3.3.3.A- Participate in strategies to revise writing (e.g. peer or teacher conferences) | 3.LA.3.3.5.A- Use strategies to guide the revision process. | 4.LA.3.3.6.A- Use strategies to guide the revision process. | 5.LA.3.3.6.A- Use strategies to guide the revision process. | 6.LA.3.3.6.A- Use strategies to guide the revision process. | 7.LA.3.3.6.A- Conference with others to guide the revision process. | 8.LA.3.3.6.A- Conference with others to guide the revision process. | 9.LA.3.3.6.A- Conference with others to guide the revision process. | 10.LA.3.3.6.A- Conference with others to guide the revision process. | 11.LA.3.3.6.A- Conference with others to guide the revision process. | 12.LA.3.3.6.A- Conference with others to guide the revision process. | |

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

Standard 3: Writing Process (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|--|--|--|--|--|--|--|--|--|---|--|---|---|---|--------------------------|
| Goal 3.4: Acquire Skills for Editing a Draft | No objectives at this level. | 1.LA.3.4.1.A- With assistance, check draft for errors. | 2.LA.3.4.1.A- With assistance, check draft for errors. | 3.LA.3.4.1.A- Edit the draft for errors. | 4.LA.3.4.1.A- Edit the draft for errors. | 5.LA.3.4.1.A- Edit the draft for errors using common edit marks. | 6.LA.3.4.1.A- Edit the draft for errors using common edit marks. | 7.LA.3.4.1.A- Edit for errors using common edit marks. | 8.LA.3.4.1.A- Edit for errors using common edit marks. | 9.LA.3.4.1.A- Edit for errors using common edit marks. | 10.LA.3.4.1.A- Edit for errors using common edit marks. | 11.LA.3.4.1.A- Edit for errors using common edit marks. | 12.LA.3.4.1.A- Edit for errors using common edit marks. | No objectives in Speech. |
| | | | | | | | | | | 9.LA.3.4.2.A- Edit for errors. | 10.LA.3.4.2.A- Edit for errors. | 11.LA.3.4.2.A- Edit for errors. | 12.LA.3.4.2.A- Edit for errors. | |
| Goal 3.5: Acquire Skills to Publish Writing | K.LA.3.5.1.A Publish a draft with assistance. | 1.LA.3.5.1.A Publish a draft with assistance. | 2.LA.3.5.1.A Publish a draft with assistance. | 3.LA.3.5.1.A Publish a draft with assistance. | 4.LA.3.5.1.A Publish a draft with assistance. | 5.LA.3.5.1.A Publish a piece of writing. | 6.LA.3.5.1.A Publish a piece of writing. | 7.LA.3.5.1.A Publish a piece of writing for a purpose. | 8.LA.3.5.1.A Publish a piece of writing for a purpose and audience. | 9.LA.3.5.1.A Publish improved piece of writing. | 10.LA.3.5.1.A Publish improved piece of writing. | 11.LA.3.5.1.A Publish improved piece of writing. | 12.LA.3.5.1.A Publish improved piece of writing. | No objectives in Speech. |
| | K.LA.3.5.2.A Share writing with intended audience. | 1.LA.3.5.2.A Share writing with intended audience. | 2.LA.3.5.2.A Share writing with intended audience. | 3.LA.3.5.2.A Share writing with intended audience. | 4.LA.3.5.2.A Share writing with intended audience. | 5.LA.3.5.2.A Share writing with intended audience. | 6.LA.3.5.2.A Share writing with intended audience. | 7.LA.3.5.2.A Use graphics to convey meaning in a piece of writing. | 8.LA.3.5.2.A Use graphics to convey meaning in a piece of writing. | 9.LA.3.5.2.A Share writing with intended audience. | 10.LA.3.5.2.A Share writing with intended audience. | 11.LA.3.5.2.A Share writing with intended audience. | 12.LA.3.5.2.A Share writing with intended audience. | |
| | | | | | | | | 7.LA.3.5.3.A Use appropriate technology to create a final draft. | 8.LA.3.5.3.A Use appropriate technology to create a final draft. | 9.LA.3.5.3.A Use appropriate technology to create a final draft. | | | | |
| | | | | | | | | | 8.LA.3.5.4.A Share writing with intended audience. | | | | | |

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

Standard 4: Writing Applications

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--------------------------|
| Goal 4.1: Acquire Expressive (Narrative/Creative) Writing Skills | K.LA.4.1.1.A- Participate in creating personal-experience narratives by dictating, drawing, objects, or writing. | 1.LA.4.1.1.A- Write and/or share narratives based on personal-experience. | 2.LA.4.1.1.A- Write and/or share narratives based on personal-experience. | 3.LA.4.1.1.A- Write and/or share narratives based on personal-experience. | 4.LA.4.1.1.A- Write and/or share narratives based on personal-experience. | 5.LA.4.1.1.A- Write short-narrative that includes a specific action, setting, and/or character(s). | 6.LA.4.1.1.A- Write and/or share narratives using a standard-plot. | 7.LA.4.1.1.A- Write and/or share narratives based on personal-events. | 8.LA.4.1.1.A- Write and/or share narratives based on specific-personal-events. | 9.LA.4.1.1.A- Write and/or share narratives based on another-person's-experience. | 10.LA.4.1.1.A- Write and/or share narratives that describe a specific-action or feeling. | 11.LA.4.1.1.A- Write and/or share narratives based on personal-experience or another person's-experiences. | 12.LA.4.1.1.A- Write and/or share narratives about personal-beliefs. | No objectives in Speech. |
| | K.LA.4.1.2.A- Participate in repeating/copying simple rhymes, poems, or songs. | 1.LA.4.1.2.A- Participate in repeating/copying simple rhymes, poems, or songs. | 2.LA.4.1.2.A- Copy simple rhymes, poems, or songs. | 3.LA.4.1.2.A- Write rhymes or poems using a template. | 4.LA.4.1.2.A- Write expressive-works that include-precise word-choices. | 5.LA.4.1.2.A- Write expressive-works that include-sensory details. | 6.LA.4.1.2.A- Copies expressive-text that includes-sensory details or figurative-language. | 7.LA.4.1.2.A- Creates simple-works that include-descriptive words or figurative-language. | 8.LA.4.1.2.A- Creates simple-works that include-descriptive words or figurative-language. | 9.LA.4.1.2.A- Participates in creating simple-rhymes, poems, or songs. | 10.LA.4.1.2.A- Participates in creating simple-rhymes, poems, or songs. | 11.LA.4.1.2.A- Participates in creating simple-rhymes, poems, or songs. | 12.LA.4.1.2.A- Participates in creating simple-rhymes, poems, or songs. | |
| Goal 4.2: Acquire Expository (Informational/Research) Writing Skills | K.LA.4.2.1.A- Participate in creating brief-communications of real objects or persons by dictating, drawing, objects, or writing. | 1.LA.4.2.1.A- Participate in creating written-communications (e.g., thank-you notes, invitations)-by dictating, drawing, or writing. | 2.LA.4.2.1.A- Participate in writing a friendly-letter. | 3.LA.4.2.1.A- Participate in creating a letter by dictating, drawing, or writing. | 4.LA.4.2.1.A- Write a simple-letter and address-in an envelope. | 5.LA.4.2.1.A- Write simple-technical text. | 6.LA.4.2.1.A- Write simple-technical text that identifies a-sequence. | 7.LA.4.2.1.A- Compose text that identifies a-sequence of activities or processes. | 8.LA.4.2.1.A- Compose text that identifies a-sequence of activities or processes. | 9.LA.4.2.1.A- Compose-expository text on a-main-idea that includes a beginning, middle, and ending-paragraphs. | 10.LA.4.2.1.A- Compose-expository text on a-main-idea that includes a beginning, middle, and ending-paragraphs. | 11.LA.4.2.1.A- Compose-expository text on a-main-idea that includes a beginning, middle, and ending-paragraphs. | 12.LA.4.2.1.A- Compose-expository text on a-main-idea that includes a beginning, middle, and ending-paragraphs. | No objectives in Speech. |
| | | 1.LA.4.2.2.A- Participate in writing brief-observations of real objects, persons, or events. | 2.LA.4.2.2.A- Participate in writing brief-observations of real objects, persons, or events. | 3.LA.4.2.2.A- Participate in writing brief-observations of real objects, persons, places, or events. | 4.LA.4.2.2.A- Participate in writing a report that includes a-main-idea and facts about a topic. | 5.LA.4.2.2.A- Participate in writing a report that includes a-main-idea and facts about a topic. | 6.LA.4.2.2.A- Participate in writing brief-observations of events or processes. | 7.LA.4.2.2.A- Participate in writing a brief-research report with main-idea and 2 details-compiled through a research process. | 8.LA.4.2.2.A- Compose-expository text on a-main-idea that includes a beginning, middle, and ending-paragraphs. | 9.LA.4.2.2.A- Participate in writing a brief-research report with main-idea and 3 details-compiled through a research process. | 10.LA.4.2.2.A- Compose a brief-research report with main-idea and 3 details-compiled through a research process. | 11.LA.4.2.2.A- Compose a brief-research report with main-idea and 3 details-compiled through a research process. | 12.LA.4.2.2.A- Compose a brief-research report with main-idea and 3 details and document a source-compiled through a research process. | |

IDAHO EXTENDED CONTENT STANDARDS
LANGUAGE ARTS

Standard 4: Writing Applications (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|---|--------------|---------|---------|---------|--|--|--|--|--|--|---|---|---|--------------------------|
| Goal 4.2: Acquire Expository (Informational/Research) Writing Skills (continued from previous page) | | | | | | | | | | 9.LA.4.2.3.A-Compose text that identifies a sequence of activities or processes. | 10.LA.4.2.3.A-Write job applications. | 11.LA.4.2.3.A-Compose text that identifies a sequence of activities or processes. | 12.LA.4.2.3.A-Compose text that identifies a sequence of activities or processes. | |
| Goal 4.3: Acquire Persuasive Writing Skills | | | | | 4.LA.4.3.1.A-Write a persuasive statement to support a position. | 5.LA.4.3.1.A-Write a persuasive statement to support a position. | 6.LA.4.3.1.A-Write a persuasive statement to support a position. | 7.LA.4.3.1.A-Write a persuasive statement to support a position. | 8.LA.4.3.1.A-Write a persuasive statement to support a position. | 9.LA.4.3.1.A-Write a persuasive statement to support a position. | 10.LA.4.3.1.A-Write a persuasive statement to support a position. | 11.LA.4.3.1.A-Write a persuasive statement to refute a position. | 12.LA.4.3.1.A-Write a persuasive statement to refute a position. | No objectives in Speech. |

IDAHO EXTENDED CONTENT STANDARDS
LANGUAGE ARTS

Standard 4: Writing Applications (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|--|---|---|--|--|--|---|--|--|--|--|---|---|---|--------------------------|
| Goal 4.4: Acquire Skills for Literary Response | K.LA.4.4.1.A- Participate in writing or drawing a personal response to literary selections. | 1.LA.4.4.1.A- Participate in writing or drawing a personal response to literary selections. | 2.LA.4.4.1.A- Participate in writing or drawing a response to literary selections. | 3.LA.4.4.1.A- Participate in writing (drawing, pictures, objects) a personal response that identifies a text connection. | 4.LA.4.4.1.A- Participate in writing (drawing, pictures, objects) a personal response that identifies a text connection. | 5.LA.4.4.1.A- Participate in writing (drawing, pictures, objects) responses to literary selections. | 6.LA.4.4.1.A- Participate in writing (drawing, pictures, objects) a response to literary selections. | 7.LA.4.4.1.A- Participate in writing (drawing, pictures, objects) a response to literary selections. | 8.LA.4.4.1.A- Identify an author's style. | 9.LA.4.4.1.A- Participate in writing (drawing, pictures, objects) a response to literary selections. | 10.LA.4.4.1.A- Participate in writing (drawing, pictures, objects) a response to literary selections. | 11.LA.4.4.1.A- Participate in writing (drawing, pictures, objects) a response to literary selections. | 12.LA.4.4.1.A- Participate in writing (drawing, pictures, objects) a response to literary selections. | No objectives in Speech. |
| | K.LA.4.4.2.A- Respond to text read aloud. | 1.LA.4.4.2.A- Respond about a character from text read aloud. | 2.LA.4.4.2.A- Respond about a character or main idea from text read aloud. | 3.LA.4.4.2.A- Participate in writing responses to the plot of literary selections. | 4.LA.4.4.2.A- Participate in writing responses to the plot of literary selections. | 5.LA.4.4.2.A- Participate in writing responses to literature that identifies the plot. | 6.LA.4.4.2.A- Participate in writing responses to literature that identifies the purpose of a selection. | 7.LA.4.4.2.A- Compose a short summary of a literary selection with beginning, middle, and end. | 8.LA.4.4.2.A- Participate in writing or drawing a response to an author's style. | 9.LA.4.4.2.A- Respond to literature that demonstrates awareness to a variety of writing styles. | 10.LA.4.4.2.A- Respond to literature that demonstrates awareness to a variety of writing styles. | 11.LA.4.4.2.A- Respond to literature that demonstrates awareness to a variety of writing styles. | 12.LA.4.4.2.A- Respond to literature that demonstrates awareness to a variety of writing styles. | |

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

Standard 5: Writing Components

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|---|--|--|---|---|---|--|--|--|--|---|--|--|--|--------------------------|
| Goal 5.1: Acquire Handwriting Skills | K.LA.5.1.1.A- Produce legible upper or lower case letters of the alphabet. | 1.LA.5.1.1.A- Produce legible writing. | 2.LA.5.1.1.A- Produce legible writing. | 3.LA.5.1.1.A- Write fluently and legibly. | 4.LA.5.1.1.A- Write fluently and legibly. | 5.LA.5.1.1.A- Write fluently and legibly. | 6.LA.5.1.1.A- Write fluently and legibly. | 7.LA.5.1.1.A- Write fluently and legibly. | 8.LA.5.1.1.A- Write fluently and legibly. | 9.LA.5.1.1.A- No objectives at this grade level. | 10.LA.5.1.1.A- No objectives at this grade level. | 11.LA.5.1.1.A- No objectives at this grade level. | 12.LA.5.1.1.A- No objectives at this grade level. | No objectives in Speech. |
| Goal 5.2: Acquire Spelling Skills | K.LA.5.2.1.A- Participate in spelling first name. | 1.LA.5.2.1.A- Participate in spelling first name. | 2.LA.5.2.1.A- Demonstrate spelling skills with high frequency words. | 3.LA.5.2.1.A- Demonstrate spelling skills with high frequency words. | 4.LA.5.2.1.A- Demonstrate spelling skills with high frequency words. | 5.LA.5.2.1.A- Demonstrate spelling skills with high frequency words. | 6.LA.5.2.1.A- Demonstrate spelling skills with high frequency words. | 7.LA.5.2.1.A- Demonstrate spelling skills with high frequency words and content area words. | 8.LA.5.2.1.A- Demonstrate spelling skills with high frequency words and content area words. | 9.LA.5.2.1.A- No objectives at this grade level. | 10.LA.5.2.1.A- No objectives at this grade level. | 11.LA.5.2.1.A- No objectives at this grade level. | 12.LA.5.2.1.A- No objectives at this grade level. | No objectives in Speech. |
| | K.LA.5.2.2.A- Participate in invented spelling. | 1.LA.5.2.2.A- Participate in invented spelling. | 2.LA.5.2.2.A- Participate in spelling simple, phonetically regular words with common spelling patterns. | 3.LA.5.2.2.A- Spell simple, phonetically regular words with common spelling patterns. | 4.LA.5.2.2.A- Spell simple, phonetically regular words with common spelling patterns. | 5.LA.5.2.2.A- Spell simple, phonetically regular words with common spelling patterns. | 6.LA.5.2.2.A- Spell simple, phonetically regular words with common spelling patterns. | 7.LA.5.2.2.A- Spell simple, phonetically regular words with common spelling patterns. | 8.LA.5.2.2.A- Spell simple, phonetically regular words with common spelling patterns. | | | | | |
| | | | 2.LA.5.2.3.A- Apply spelling rules to spell words correctly or identify words spelled accurately. | 3.LA.5.2.3.A- Apply spelling rules to spell words correctly or identify words spelled accurately. | 4.LA.5.2.3.A- Apply spelling rules to spell words correctly or identify words spelled accurately. | 5.LA.5.2.3.A- Apply spelling rules to spell words correctly or identify words spelled accurately. | 6.LA.5.2.3.A- Apply spelling rules to spell words correctly or identify words spelled accurately. | 7.LA.5.2.3.A- Apply spelling rules to spell words correctly or identify words spelled accurately. | 8.LA.5.2.3.A- Apply spelling rules to spell words correctly or identify words spelled accurately. | | | | | |
| Goal 5.3: Acquire Skills for Sentence Structure | K.LA.5.3.1.A- Use pictures, words, or symbols to express a complete thought. | 1.LA.5.3.1.A- Use pictures, words, or symbols to express a complete thought. | 2.LA.5.3.1.A- Use pictures, words, or symbols to express a complete thought. | 3.LA.5.3.1.A- Use pictures, words, or symbols to express a complete thought. | 4.LA.5.3.1.A- Use pictures, words, or symbols to express a complete thought. | 5.LA.5.3.1.A- Use pictures, words, or symbols to express a complete thought. | 6.LA.5.3.1.A- Use pictures, words, or symbols to express a complete thought with subject and verb. | 7.LA.5.3.1.A- Use pictures, words, or symbols to express different types of sentences (exclamatory, declarative, interrogative, imperative). | 8.LA.5.3.1.A- Use pictures, words, or symbols to express different structures of sentences (simple and compound). | 9.LA.5.3.1.A- Use pictures, words, or symbols to express varied sentence types. | 10.LA.5.3.1.A- Use pictures, words, or symbols to express varied sentence types. | 11.LA.5.3.1.A- Use pictures, words, or symbols to express varied sentence types. | 12.LA.5.3.1.A- Use pictures, words, or symbols to express varied sentence types. | No objectives in Speech. |
| | | 1.LA.5.3.2.A- Identify nouns or verbs. | 2.LA.5.3.2.A- Identify noun and verb agreement. | 3.LA.5.3.2.A- Use past and present verb tenses, including irregular verbs. | 4.LA.5.3.2.A- Identify: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns | 5.LA.5.3.2.A- Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns | 6.LA.5.3.2.A- Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions | 7.LA.5.3.2.A- Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions | 8.LA.5.3.2.A- Use correctly: <ul style="list-style-type: none"> • future verb tenses • adjectives • personal pronouns • conjunctions | 9.LA.5.3.2.A- Edit for fluency in writing. | 10.LA.5.3.2.A- Edit for fluency in writing. | 11.LA.5.3.2.A- Edit for fluency in writing. | 12.LA.5.3.2.A- Edit for fluency in writing. | |

DAHO EXTENDED CONTENT STANDARDS
LANGUAGE ARTS

Standard 5: Writing Components (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|--|---|---|---|--|--|--|--|--|---|---|--|--|--|---|
| Goal 5.4: Acquire Skills for Using Conventions | K.LA.5.4.1.A-Identify capital letter for use in first name. | 1.LA.5.4.1.A-Demonstrate use of capitalization skill with a first name. | 2.LA.5.4.1.A-Demonstrate use of capitalization skills: names | 3.LA.5.4.1.A-Demonstrate use of capitalization skills: holidays | 4.LA.5.4.1.A-Demonstrate use of capitalization skills: places | 5.LA.5.4.1.A-Demonstrate use of capitalization skills: | 6.LA.5.4.1.A-Demonstrate use of capitalization skills: | 7.LA.5.4.1.A-Demonstrate use of capitalization skills: | 8.LA.5.4.1.A-Demonstrate use of capitalization skills: | 9.LA.5.4.1.A-Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in simple and compound sentences: | 10.LA.5.4.1.A-Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences: | 11.LA.5.4.1.A-Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences: | 12.LA.5.4.1.A-Demonstrate use of pronouns, subject/verb agreement, verb tenses, and adjectives in writing simple and compound sentences: | No objectives in Speech: |
| | | 1.LA.5.4.2.A-Identify end marks in simple sentences. | 2.LA.5.4.2.A-Identify use of punctuation skills: period and question mark | 3.LA.5.4.2.A-Demonstrate use of punctuation skills: Commas in dates, addresses, or letters | 4.LA.5.4.2.A-Demonstrate use of punctuation skills: comma in a direct address ("Dear John,") | 5.LA.5.4.2.A-Demonstrate use of punctuation skills (e.g. period, question mark, colon, quotation marks): | 6.LA.5.4.2.A-Demonstrate use of punctuation skills (e.g. quotation marks in dialogue). | 7.LA.5.4.2.A-Demonstrate use of punctuation skills (e.g. parentheses or commas in lists) | 8.LA.5.4.2.A-Demonstrate use of punctuation skills (e.g. parentheses or commas) | 9.LA.5.4.2.A-Demonstrate use of punctuation and capitalization skills. | 10.LA.5.4.2.A-Demonstrate use of punctuation and capitalization skills. | 11.LA.5.4.2.A-Demonstrate use of punctuation and capitalization skills. | 12.LA.5.4.2.A-Demonstrate use of punctuation and capitalization skills. | Demonstrate use of punctuation and capitalization skills. |

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

Standard 6: Communication

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|------------------------------------|---|--|---|---|---|---|---|--|---|---|---|---|---|---|
| Goal 6.1: Acquire Listening Skills | K.LA.6.1.1A-Demonstrate simple listening skills using eye contact and maintaining attention to speaker. | 1.LA.6.1.1A-Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker. | 2.LA.6.1.1A-Demonstrate effective and appropriate listening skills to obtain information or to enjoy. | 3.LA.6.1.1A-Listen to acknowledge the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy). | 4.LA.6.1.1A-Listen to distinguish between a speaker's opinion and facts. | 5.LA.6.1.1A-Listen to interpret a speaker's verbal messages. | 6.LA.6.1.1A-Listen in order to briefly summarize information. | 7.LA.6.1.1A-Develop appropriate interpersonal listening skills (e.g., eye contact, body language). | 8.LA.6.1.1A-Listen to gain information from a variety of electronic or live sources. | Objectives included in Grade 9-12 Speech. | Objectives included in Grade 9-12 Speech. | Objectives included in Grade 9-12 Speech. | Objectives included in Grade 9-12 Speech. | 9-12.Spech.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience. |
| | K.LA.6.1.2A-Listen for specific answers in order to respond to questions. | 1.LA.6.1.2A-Listen for specific answers in order to respond to questions. | 2.LA.6.1.2A-Listen for specific answers in order to respond to questions. | 3.LA.6.1.2A-Listen for answers to specific questions from information presented orally. | 4.LA.6.1.2A-Listen and respond to similarities and differences in various oral presentations. | 5.LA.6.1.2A-Listen and responds to symbolic expressions with evidence and examples. | 6.LA.6.1.2A-Listen attentively and respond to the speaker's verbal communication (e.g., word choice, pitch, feeling, and tone) and the nonverbal message (e.g., posture and gesture). | 7.LA.6.1.2A-Listen to determine the speaker's feeling toward the subject. | 8.LA.6.1.2A-Listen to determine whether the speaker has presented slanted or biased material. | | | | | 9-12.Spech.6.1.2 Summarize a speaker's purpose and point of view and ask questions concerning the speaker's content, delivery, and attitude toward the subject. |
| | K.LA.6.1.3 Listen to understand and follow one-step spoken directions. | 1.LA.6.1.3A-Listen and follow one and two-step oral directions. | 2.LA.6.1.3A-Listen and follow one and two-step oral directions. | 3.LA.6.1.3A-Listen and follow simple oral directions. | | | 6.LA.6.1.3A-Listen to identify the emotion conveyed in oral communications. | 7.LA.6.1.3A-Listen attentively to make decisions about purpose and content of verbal communication and nonverbal cues. | | | | | | 9-12.Spech.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence. |
| | | | | | | | | | | | | | | 9-12.Spech.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, organization of ideas, delivery, choice of words, and use of language. |

IDAHO EXTENDED CONTENT STANDARDS
LANGUAGE ARTS

Standard 6: Communication (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|--|---|--|--|--|--|--|---|--|--|---------|----------|----------|----------|---|
| Goal 6.2: Acquire Speaking Skills (continued from previous page) | K.LA.6.2.3.A- Participate in reciting short poems, rhymes, and songs. | 1.LA.6.2.4.A- Recite short poems, rhymes, and songs. | 2.LA.6.2.4.A- Retell experiences that follow a simple sequence of events. | 3.LA.6.2.4.A- Retell stories or experiences that follow a simple sequence of events. | 4.LA.6.2.4.A- Deliver narrative (story) presentations to convey memories about an event or experience. | 5.LA.6.2.4.A- Use communication system to convey important events and details. | 6.LA.6.2.4.A- Deliver narrative presentations that include context and a point of view. | 7.LA.6.2.4.A- Deliver narrative presentations that include sensory details and establish a plot. | 8.LA.6.2.4.A- Deliver persuasive presentations that: <ul style="list-style-type: none"> • Include a position on the topic. • Differentiate fact from opinion and support arguments with examples | | | | | 9-12.Spech.6.2.4- Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations. |
| | K.LA.6.2.4.A- Tell an experience in a 2-step sequence. | 1.LA.6.2.5.A- Use descriptive words when speaking about people and things. | 2.LA.6.2.5.A- Communicate at an appropriate pace for the type of communication (e.g., informal discussion, report to the class). | 3.LA.6.2.5.A- Speak clearly (verbal, sign, augmentative device) at an appropriate pace for the type of communication (e.g., request, refusal, greeting, report to the class, etc). | 4.LA.6.2.5.A- Engage the audience with appropriate words, facial expressions, or gestures. | 5.LA.6.2.5.A- Use communication techniques to maintain audience interest. | 6.LA.6.2.5.A- Use appropriate verbal or nonverbal techniques to maintain audience interest. | 7.LA.6.2.5.A- Use appropriate verbal or nonverbal techniques to maintain audience interest. | 8.LA.6.2.5.A- Use appropriate techniques that include effective verbal and non-verbal communication. | | | | | 9-12.Spech.6.2.5- Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity. |
| | | | | | | | 6.LA.6.2.6.A- Deliver oral responses to literature. | 7.LA.6.2.6.A- Deliver oral response to literature that: <ul style="list-style-type: none"> • Interpret a reading. • Connect personal responses to specific textual references. | 8.LA.6.2.6.A- Deliver oral response to literature that: <ul style="list-style-type: none"> • Interpret a reading. • Connect personal responses to specific textual references. | | | | | 9-12.Spech.6.2.6- Analyze historically significant speeches to find the rhetorical devices and features that make them memorable. |
| | | | | | | | | | | | | | | 9-12.Spech.6.2.7- Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience. |

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

Standard 6: Communication (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|--|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|--|
| Goal 6.2: Acquire Speaking Skills <i>(continued from previous page)</i> | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 9-12.Spe11.6.2.9 Deliver oral responses to literature that advance a judgment and/or demonstrate a comprehensive understanding of the significant ideas of a work or passage. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. |
| | | | | | | | | | | | | | | 9-12.Spe11.6.2.10 Deliver persuasive arguments (e.g., evaluation and analysis of problems and solutions, causes and effects) that structure ideas and arguments in a coherent, logical fashion. |
| | | | | | | | | | | | | | | 9-12.Spe11.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media. |

IDAHO EXTENDED CONTENT STANDARDS
LANGUAGE ARTS

Standard 6: Communication (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 | Grade 9-12 Speech |
|---|--------------|---------|---------|---------|---------|---|--|--|--|---------|----------|----------|----------|--|
| Goal 6.3: Acquire Viewing Skills (continued from previous page) | | | | | | 5.LA.6.3.5.A Use multiple visual tools to produce print or non-print visuals. | 6.LA.6.3.5.A Use a variety of resources to produce visuals in order to communicate to an audience. | 7.LA.6.3.5.A Use a variety of resources to produce visuals in order to communicate to an audience. | 8.LA.6.3.5.A Use a variety of resources to produce visuals that deliver information. | | | | | 9-12.Spech.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects. |

IDAHO EXTENDED CONTENT STANDARDS

MATHEMATICS

Standard 1: Number and Operation

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---------------------------------------|--|--|--|---|--|--|---|--|---|--|---|
| Goal 1.1: Understand and use numbers. | K.M.1.1.1A Recognize symbolic expressions as numbers | 1.M.1.1.1A Indicate recognition of various #'s in environments | 2.M.1.1.1A Demonstrate knowledge of the numeration system by counting forward by 1's | | | | | | | | |
| | K.M.1.1.2A Demonstrate 1:1 correspondence | 1.M.1.1.2A Communicate and demonstrate physical representations for numbers up to 5. | 2.M.1.1.2A Communicate and demonstrate whole numbers in order up to 10 | 3.M.1.1.1A Identify whole numbers in order up to 20, using a number line when necessary | 4.M.1.1.1A Communicate and demonstrate whole numbers in order up to 50, using a number line or chart when necessary. | 5.M.1.1.1A Communicate and demonstrate whole numbers to 100 and decimal numbers to hundredths. | 6.M.1.1.1A Recognize the magnitude of difference between small and large whole numbers. | 7.M.1.1.1A Recognize the magnitude of difference between small and large whole numbers and decimals. | 8.M.1.1.1A Recognize the magnitude of difference between small and large fractions. | 9.M.1.1.1A Recognize the magnitude of difference between small and large percents. | 10.M.1.1.1A Compare magnitudes and relative magnitudes of whole numbers, decimals, fractions, and percents. |
| | | 1.M.1.1.3A Show the symbolic representation of the ones place value. | 2.M.1.1.3A Show the symbolic representation of the tens place value. | 3.M.1.1.2A Identify place value of numbers through 30 | 4.M.1.1.2A Identify place value of numbers through 50. | 5.M.1.1.2A Identify place value for whole numbers to 100 and decimal numbers to hundredths. | 6.M.1.1.2A Recognize corresponding common fractions and decimals | 7.M.1.1.2A Recognize corresponding common fractions and percents. | 8.M.1.1.2A Identify the parts of a ratio in real world situations | 9.M.1.1.2A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations. | 10.M.1.1.2A Use positive and negative numbers, fractions, decimals, percentages, and ratios in real world situations. |
| | K.M.1.1.3A Identify coins as money | 1.M.1.1.4A Sort coins by identity. | 2.M.1.1.4A Identify and demonstrate the value of pennies and nickels | 3.M.1.1.3A Sort coins and one bills by identity and value. | 4.M.1.1.3A Count the value of a collection of pennies, nickels and dimes up to \$1.00 | 5.M.1.1.3A Sort dollar denominations and use whole dollar estimation up to \$10.00 | | | | | |
| | | | | 3.M.1.1.4A Recognize commonly used fractions using concrete materials. | 4.M.1.1.4A Communicate and demonstrate commonly used fractions with symbolic representations. | 5.M.1.1.4A Compare commonly used fractions with symbolic representations | | | | | |
| | | | | | | | 6.M.1.1.3A Create a number line with positive numbers. | 7.M.1.1.3A Create a number line with positive rational numbers. | 8.M.1.1.3A Identify position of positive rational numbers on a number line. | | |
| | | | | | 4.M.1.1.5A The student will recognize the value of common coins and the dollar. | 5.M.1.1.5A Match simple, equivalent units of measurement in the U.S. Customary system. | 6.M.1.1.4A Match basic equivalent decimals and fractions, ie $25 = 1/4$ | 7.M.1.1.4A Recognize exponents as a representation of a very large number. | 8.M.1.1.4A Recognize exponents as a representation of a very large number. | 9.M.1.1.3A Recognize exponents as a representation of a very large number. | 10.M.1.1.3A Recognize exponents as a representation of a very large number. |
| | | | | | | | | | | 9.M.1.1.4A | 10.M.1.1.4A |

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|--|---|--|--|---|---|--|---|---|---|--|---|
| Goal 1.1: Understand and use numbers- (continued from previous page) | | | | | | 5.M.1.1.6 A Use repeated addition to demonstrate prime numbers in multiplication. | 6.M.1.1.5 A Use repeated addition to demonstrate prime numbers or factorization in multiplication. | 7.M.1.1.5 A Use repeated addition models to match the Least Common Multiple (LCM) and the Greatest Common Factor (GCF). | 8.M.1.1.5 A Use repeated addition models to demonstrate primes, composites, prime factorization, LCM, or GCF. | 9.M.1.1.5 A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples. | 10.M.1.1.5 A Solve problems using repeated addition in multiplication with prime numbers, factors and multiples. |
| | K.M.1.1.4 A Identify a problem that can be solved. | 1.M.1.1.5 Given options, match the appropriate solution to solve a problem. | 2.M.1.1.5 A Demonstrate the ability to solve simple problems. | 3.M.1.1.5 A Recognize and demonstrate the appropriate problem-solving strategy to solve problems. | 4.M.1.1.6 A Choose appropriate application to solve a problem. | 5.M.1.1.7 A Choose appropriate application to solve a problem. | 6.M.1.1.6 A Recognize and demonstrate the appropriate problem-solving strategy to solve a multi-step problem. | 7.M.1.1.6 A Identify pertinent information needed to solve a one-step problem. | 8.M.1.1.6 A Identify pertinent information needed to solve a multi-step problem. | | |
| | | | | | | | 6.M.1.1.7 A Identify positive and negative numbers in real-world situations. | 7.M.1.1.7 A Identify positive and negative numbers in real-world situations. | 8.M.1.1.7 A Identify positive and negative numbers in real-world situations. | | |
| | K.M.1.1.5 A Attend to appropriate math vocabulary terms, i.e. more, less, next, first. | 1.M.1.1.6 A Attend to appropriate math vocabulary terms. | 2.M.1.1.6 A Attend to appropriate math vocabulary terms. | 3.M.1.1.6 A Recognize appropriate math vocabulary terms. | 4.M.1.1.7 A Recognize appropriate vocabulary. | 5.M.1.1.8 A Recognize appropriate vocabulary. | 6.M.1.1.8 A Use appropriate vocabulary. | 7.M.1.1.8 A Use appropriate vocabulary. | 8.M.1.1.8 A Use appropriate vocabulary. | 9.M.1.1.6 A Use appropriate vocabulary. | 10.M.1.1.6 A Use appropriate vocabulary. |
| Goal 1.2: Perform computations accurately. | K.M.1.2.1 A Demonstrate knowledge of the concept more or less | 1.M.1.2.1 A Use objects, pictures, or symbolic systems to explore addition or subtraction | 2.M.1.2.1 A Use objects, pictures, or symbolic systems to explore addition or subtraction problems to 10 | 3.M.1.2.1 A Use objects, pictures, or symbolic systems to solve addition or subtraction problems to 18 | 4.M.1.2.1 A Explore single digit multiplication for 1's-5's through symbolic concrete systems | 5.M.1.2.1 A Explore single digit multiplication for 1's-10's through symbolic concrete systems | 6.M.1.2.1 A Introduce the use of a multiplication chart to solve multiplication and division problems. | 7.M.1.2.1 A Match common equivalent fractions, decimals, and percents i.e. half (1/2, .50 or 50%) | 8.M.1.2.1 A Match common equivalent fractions, decimals, and percents i.e. halves, fourths, and tenths. | | |
| | | 1.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to five. | 2.M.1.2.2 A Count two groups of objects, pictures or symbolic system to identify total quantity up to ten. | 3.M.1.2.2 A Explore adding and subtracting with regrouping using manipulatives. | 4.M.1.2.2 A Add and subtract whole numbers, with or without the use of manipulatives. | 5.M.1.2.2 A Identify numbers with decimals have a part of a whole, e.g. money using coins and dollars | 6.M.1.2.2 A Add, subtract, multiply or divide single digit whole numbers or simple decimals, with or without the use of a calculator or manipulatives. | 7.M.1.2.2 A Add, subtract, multiply or divide single digit whole numbers or positive integers, with or without the use of a calculator or manipulatives. | 8.M.1.2.2 A Add, subtract, multiply and divide rational numbers, with or without the use of a calculator or manipulatives. | | |
| | | | 2.M.1.2.3 A Count three groups of objects, pictures or symbolic system to identify total quantity up to five. | 3.M.1.2.3 A Count three groups of objects, pictures or symbolic system to identify total quantity up to ten. | | | | | | | |
| | | 1.M.1.2.3 A Recognize the concept of subtraction (less) using concrete objects, pictures, or symbols. | 2.M.1.2.4 A Use manipulatives for adding/subtracting. | 3.M.1.2.4 A Explore multiplication through the manipulation of adding repeated sets | 4.M.1.2.3 A Explore multiplication through the manipulation of adding repeated sets and division by separating sets into equal parts | 5.M.1.2.3 A Explore division through the manipulation of dividing a whole into repeated equal sets | | 7.M.1.2.3 A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items; use a tray to count multiples of equal groups. | 8.M.1.2.3 A Recognize models of multiples as exponents, i.e. using concrete objects, pictures or student preferred items; use a tray to count multiples of equal groups. | | |
| | | | | | 4.M.1.2.4 A Identify that "a whole" can be divided to create "smaller pieces" and the pieces can be added to create a whole again. | 5.M.1.2.4 A Recognize common small pieces or fractions to fourths can be subtracted from the whole. | | | | | |

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 1: Number and Operation (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|--|--|---|---|--|---|---|--|---|--|---|
| Goal 1.2: Perform computations accurately. (continued from previous page) | | | | | 4.M.1.2.5.A Demonstrate knowledge to add a collection of dollars using the decimal point symbol | | | | | | |
| | | | | | | 5.M.1.2.5.A Solve single addition and subtraction problems that include parentheses, using calculator or manipulatives if necessary. | 6.M.1.2.3.A Solve single digit addition and subtraction problems using an order of operations, with or without calculators or manipulatives | 7.M.1.2.4.A Solve single digit addition, subtraction and multiplication problems that include parentheses, using calculator or manipulatives if necessary. | 8.M.1.2.4.A Solve single digit addition and multiplication problems using an order of operations, with or without calculator or manipulatives. | 9.M.1.2.1.A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives. | 10.M.1.2.1.A Solve single digit addition, subtraction and multiplication problems with rational numbers, using an order of operations, with or without calculator or manipulatives. |
| | | | | 3.M.1.2.5.A Use concrete objects or symbolic systems to solve addition and subtraction problems | 4.M.1.2.6.A Use concrete objects or symbolic systems to solve addition and subtraction problems | 5.M.1.2.6.A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems | 6.M.1.2.4.A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems | 7.M.1.2.5.A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems | 8.M.1.2.5.A Use concrete objects, symbolic systems or calculator to solve addition or subtraction problems | | |
| | | | | 3.M.1.2.6.A Select appropriate operations to solve one-step addition or subtraction word or symbolic problems. | 4.M.1.2.7.A Select appropriate operations to solve one-step addition or subtraction word or symbolic problems | 5.M.1.2.7.A Use a variety of strategies to solve real-life problems. | 6.M.1.2.5.A Use a variety of strategies to solve real-life problems. | 7.M.1.2.6.A Use a variety of strategies to solve real-life problems. | 8.M.1.2.6.A Use a variety of strategies to solve real-life problems. | | |
| | K.M.1.2.2.A Attend to appropriate math vocabulary terms | 1.M.1.2.4.A Attend to appropriate math vocabulary terms | 2.M.1.2.5.A Attend to appropriate math vocabulary terms | 3.M.1.2.7.A Recognize appropriate math vocabulary terms | 4.M.1.2.8.A Recognize appropriate vocabulary. | 5.M.1.2.8.A Recognize appropriate vocabulary. | 6.M.1.2.6.A Use appropriate vocabulary. | 7.M.1.2.7.A Use appropriate vocabulary. | 8.M.1.2.7.A Use appropriate vocabulary. | | |
| Goal 1.3: Estimate and judge reasonableness of results. | K.M.1.3.1.A Match objects of corresponding size | 1.M.1.3.1.A Identifying objects of corresponding size | 2.M.1.3.A Estimate a quantity of objects when shown a set of 10. | 3.M.1.3.1A Estimate to predict sums and differences. | 4.M.1.3.1A Estimate to predict sums and differences | 5.M.1.3.1A Estimate to predict results or amounts. | 6.M.1.3.1A Estimate to predict results or amounts. | 7.M.1.3.1A Use estimation to select a reasonable answer to a real-world problem involving whole numbers. | 8.M.1.3.1A Use estimation to select a reasonable answer to a real-world problem involving whole numbers. | | |
| | K.M.1.3.2.A Attend to quantity or size of objects during estimation activities. | 1.M.1.3.2.A Attend to quantity or size of objects during estimation activities. | 2.M.1.3.2.A Use estimation skills or determine reasonableness across daily activities. | 3.M.1.3.2.A Use estimation to evaluate reasonableness of a sum. | 4.M.1.3.A Use estimation skills across daily activities. | 5.M.1.3.2.A Identify daily activities where estimation is appropriate. | 6.M.1.3.2.A Identify daily activities where estimation is appropriate. | 7.M.1.3.2.A Identify daily activities where estimation is appropriate. | 8.M.1.3.2.A Identify daily activities where estimation is appropriate. | 9.M.1.3.1.A Identify daily activities where estimation is appropriate. | 10.M.1.3.1.A Identify daily activities where estimation is appropriate. |
| | | | | | | 5.M.1.3.3.A Determine over and under estimations in daily living activities. | 6.M.1.3.3.A Determine over and under estimations in daily living activities. | 7.M.1.3.3.A Explore over and under estimation through daily living activities. | 8.M.1.3.3.A Explore over and under estimation through daily living activities. | 9.M.1.3.2.A Explore over and under estimation through daily living activities. | 10.M.1.3.2.A Explore over and under estimation through daily living activities. |
| | | | | 3.M.1.3.3A Investigate the use of a calculator to solve simple problems. | 4.M.1.3.3A Investigate the use of a calculator to solve problems | 5.M.1.3.4.A Use a calculator to solve problems. | 6.M.1.3.4A Use a calculator to solve problems. | 7.M.1.3.4.A Use assistive technology to solve problems | 8.M.1.3.4A Use assistive technology to solve problems | | |

IDAHO EXTENDED CONTENT STANDARDS

MATHEMATICS

Standard 1: Number and Operation (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|--|--|--|--|--|--|--|--|--|---------|----------|
| Goal 1.3: Estimate and judge reasonableness of results. (continued from previous page) | | | | | | 5.M.1.3.5.A Formulate a guess to a problem. | 6.M.1.3.5.A Formulate a guess to a problem. | 7.M.1.3.5.A Formulate a guess to a problem and then show why it seems to be true. | 8.M.1.3.5.A Formulate a guess to a problem and then show why it seems to be true. | | |
| | K.M.1.3.3.A Attend to appropriate vocabulary. | 1.M.1.3.3.A Attend to appropriate vocabulary. | 2.M.1.3.3.A Attend to appropriate vocabulary. | 3.M.1.3.4.A Recognize appropriate vocabulary. | 4.M.1.3.4.A Recognize appropriate vocabulary. | 5.M.1.3.6.A Recognize appropriate vocabulary. | 6.M.1.3.6.A Use appropriate vocabulary. | 7.M.1.3.6.A Use appropriate vocabulary. | 8.M.1.3.6.A Use appropriate vocabulary. | | |

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 2: Concepts and Principles of Measurement

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|--|--|--|--|--|---|--|---|---|---|--|---|
| Goal 2.1: Understand and use U.S. customary and metric measurements. | K.M.2.1.1A Match sizes of objects (e.g., longer, shorter, larger, smaller). | 1.M.2.1.1 A Match sizes of objects given an attribute (e.g., longer, shorter, larger, smaller). | 2.M.2.1.1 A Compare objects given and attribute, e.g., lengths, sizes, weight, time | 3.M.2.1.1 A Use appropriate tools or non-standard units to measure length or temperature | 4.M.2.1.1A Identify the standard tools to make formal measurements of length, time, temperature, and weight. | 5.M.2.1.1A Select the appropriate units and tools to make formal measurements of length, temperature, weight. | 6.M.2.1.1A Select and use appropriate units and tools to make formal measurements. | 7.M.2.1.1A Select and use appropriate units and tools to make formal measurements. | 8.M.2.1.1A Select and use appropriate units and tools to make formal measurements. | | |
| | K.M.2.1.2A Estimate an attribute of an object. | 1.M.2.1.2A Estimate an attribute of an object using non-standard units, i.e. as big as..., same size as.... | 2.M.2.1.2A Estimate time using non-standard or standard units. | 3.M.2.1.2 A Estimate time and weight using non-standard or standard units in real world problems. | 4.M.2.1.2 A Estimate length, time, weight, and temperature in real-world problems. | 5.M.2.1.2A Estimate length, time, weight, and temperature in real-world problems. | 6.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems. | 7.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems. | 8.M.2.1.2 A Estimate length, time, weight, capacity, temperature, or capacity (volume) in real-world problems. | | |
| | | 1.M.2.1.3 A Identify time of day by activity—e.g., morning, before school, schooltime, after school, after dinner | 2.M.2.1.3 A Identify time of day by activity—e.g., morning, before school, schooltime, after school, after dinner | 3.M.2.1.3 A Identify time of day by activity—e.g., morning, before school, schooltime, after school, after dinner | 4.M.2.1.3A Match time to a specific activity (e.g., bell or board schedule) | 5.M.2.1.3 A Tell time using a digital or analog clock. | | | | | |
| | | | 2.M.2.1.4 A Select the most appropriate activity given the time of the day. | 3.M.2.1.4 A Identify real-world problems related to time. | 4.M.2.1.4 A Identify real-world problems related to time. | 5.M.2.1.4A Identify real-world problems related to elapsed time. | 6.M.2.1.3 A Identify real-world problems related to elapsed time. | | | | |
| | | | | | | | | 7.M.2.1.3 A Estimate and understand volume permanence in real-world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume. | 8.M.2.1.3 A Estimate and understand volume permanence in real-world settings, i.e. using manipulatives (ex. rice, water) to explore various shaped containers to estimate volume. | | |
| | | | | | | 5.M.2.1.5A Recognize the concept of around (perimeter) for simple polygons, i.e. rectangle and squares. | 6.M.2.1.4 A Recognize the concept of around (perimeter and circumference) for simple shapes, i.e. circle, triangle | 7.M.2.1.4 A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball. | 8.M.2.1.4 A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball | 9.M.2.1.1 A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball | 10.M.2.1.1 A Compare area and perimeter of real world surfaces, e.g. around the room, around the city, around a box or ball |

IDAHO EXTENDED CONTENT STANDARDS

MATHEMATICS

Standard 2: Concepts and Principles of Measurement (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|--|--|--|---|--|--|---|---|---|--|--|---|
| Goal 2.1: Understand and use U.S. customary and metric measurements (continued from previous page) | | | | 3.M.2.1.5 A Identify a unit of measurement within the U.S. customary system or within the metric system. | 4.M.2.1.5A Use a unit of measurement within the U.S. customary system or within the metric system. | 5.M.2.1.6 A Match equivalent units of measurement within the U.S. customary system. | 6.M.2.1.5A Identify equivalent units of measurement. | 7.M.2.1.5 A Identify equivalent units of measurement. | 8.M.2.1.5 A Identify equivalent units of measurement. | | |
| | K.M.2.1.3A Identify a calendar and how the days of the week are represented. | 1.M.2.1.4 AA Identify a calendar and how the days of the week are represented. | 2.M.2.1.5 Identify a calendar and how the days of the week are represented. | 3.M.2.1.6 A Identify equivalent units of time in days, weeks, or months. | 4.M.2.1.6 A Identify how months of the year are presented in a calendar. | 5.M.2.1.7 A Use a calendar in daily life activities. | | | | | |
| | | | | | 4.M.2.1.7 A Match simple, equivalent units of measurement in the U.S. Customary system. | 5.M.2.1.8 A Match equivalent units of weight and volume. | 6.M.2.1.6 A Identify the location of perimeter and area with rectangles. | 7.M.2.1.6 A Calculate simple problems with perimeter and area of rectangles and triangles. | 8.M.2.1.6 A Solve problems involving perimeter and area of rectangles. | 9.M.2.1.2 A Given a formula, students solve simple problems involving perimeter or area with or without a calculator or manipulatives. | 10.M.2.1.2 A Solve problems involving perimeter and area of triangles or rectangles. |
| | K.M.2.1.4 A Attend to appropriate vocabulary. | 1.M.2.1.5 A Attend to appropriate vocabulary. | 2.M.2.1.6 A Attend to appropriate vocabulary. | 3.M.2.1.7 A Recognize appropriate vocabulary. | 4.M.2.1.8 A Recognize appropriate vocabulary. | 5.M.2.1.9 A Recognize appropriate vocabulary. | 6.M.2.1.7 A Use appropriate vocabulary. | 7.M.2.1.7 A Use appropriate vocabulary. | 8.M.2.1.7 A Use appropriate vocabulary. | | |
| Goal 2.2: Apply the concepts of rates, ratios, and proportions. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 6.M.2.2.1A Match a concrete representation to a simple ratio, i.e. 1 sandwich to 2 people | 7.M.2.2.1A Match a rate (how often) represented in a real world situation, i.e. once a day. | 8.M.2.2.1 A Identify ratios in real world situations, i.e. 2 boys to 1 girl in the class. | 9.M.2.2.1 A Identify proportions in real world situations, i.e. size, number or amount of an object or group compared to another | 10.M.2.2.1A Recognize rates, ratios, or proportions, in real world situations. |
| | | | | | | | | 7.M.2.2.2 A Apply a rate to a real world situation | 8.M.2.2.2 A Apply a ratio to a real world situation | 9.M.2.2.2 A Apply the concept of a rate to a real world situation | 10.M.2.2.2 A Apply rates, ratios, or proportion to real world situations. |
| | | | | | | | | | | 9.M.2.2.3 A Identify simple equivalent units of measurements. | 10.M.2.2.3 A Identify equivalent units, comparable units, or conversions. |
| Goal 2.3: Apply dimensional analysis. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 7.M.2.3.1 A Identify simple dimensions of an object, i.e. height, width, length | 8.M.2.3.1 A Match simple measurement units to dimensions, i.e. lbs to weight, feet to height, cups to volume | 9.M.2.3.1 A Apply simple measurement units to dimensions in real world applications involving length, area, capacity, weight, time, and temperature. | 10.M.2.3.1 A Apply simple measurement units to dimensions in real world applications involving length, area, capacity, weight, time, and temperature. |

IDAHO EXTENDED CONTENT STANDARDS
MATHEMATICS

Standard 2: Concepts and Principles of Measurement (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---|--|
| Goal 2.4: Apply appropriate techniques and tools to determine measurements. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 9.M.2.4.1.A Select and use an appropriate measurement tool correctly. | 10.M.2.4.1.A Select and use an appropriate measurement tool correctly. |
| | | | | | | | | | | 9.M.2.4.2.A Identify errors in measurement situations, i.e. gallons are measured instead of cups; feet instead of inches. | 10.M.2.4.2.A Identify errors in measurement situations, i.e. gallons are measured instead of cups; feet instead of inches. |

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|--|--|--|---|---|--|---|---|--|---|--|--|
| Goal 3.1: Use algebraic symbolism as a tool to represent mathematical relationships. | | 1.M.3.1.1A Express numbers using symbolic expression of a concrete system. | 2.M.3.1.1A Express addition & subtraction problems using a concrete system. | 3.M.3.1.1A Use concrete objects to symbolize multiple sets that would be reflected in a simple multiplication problem. | 4.M.3.1.1A Express the concept of division using concrete objects or pictures. | 5.M.3.1.1A Express the concept of division using concrete objects or pictures. | 6.M.3.1.1A Identify a variable as an unknown quantity using a letter or symbol in a simple equation. | 7.M.3.1.1A Use the idea of a variable as an unknown quantity using a letter or symbol in a simple equation. | 8.M.3.1.1A Use the idea of a variable as an unknown quantity using a letter or symbol in simple equations or inequalities. | 9.M.3.1.1A Use the idea of an unknown quantity as a variable in linear equations and inequalities. | 10.M.3.1.1A Use the idea of an unknown quantity as a variable in expressions, linear equations and inequalities. |
| | K.M.3.1.1A Use concrete objects to symbolize a number or set. | 1.M.3.1.2.A Substitute concrete object(s) for the symbolic expression of a number. | 2.M.3.1.2A Use concrete objects or pictures to symbolize a number sentence when given an addition word problem. | 3.M.3.1.2A Using a geometric shape to represent a missing number, express an addition or subtraction problem with concrete objects, pictures, or numerals. | 4.M.3.1.2A Use concrete or symbolic system with a one step addition or subtraction real life problem that represents an unknown number. | 5.M.3.1.2A Translate simple word statements into numeric expressions. | 6.M.3.1.2A Translate simple word statements into numeric expressions. | 7.M.3.1.2.A Translate simple word statements into numeric expressions. | 8.M.3.1.2A Translate simple word statements and story problems into numeric expressions. | | |
| | | | 2.M.3.1.3.A Show the relationship between addends in fact families using concrete objects or pictures up to sums of 5. | 3.M.3.1.3A Express addition or subtraction statements for a fact family given two addends. | 4.M.3.1.3A Show the relationship between addition and subtraction in fact families using concrete objects or pictures. | 5.M.3.1.3A Show the relationship in fact families for mathematical operations. | | | | | |
| | K.M.3.1.2A Use more or less to indicate wanting to increase or decrease a quantity. | 1.M.3.1.3.A Identify sets of concrete objects using vocabulary (less than, more than, equal to, same, less, same, bigger, smaller, etc). | 2.M.3.1.4.A Compare objects or pictures using the vocabulary (less than, more than, equal to, more, less, same, bigger, smaller, etc). | 3.M.3.1.4.A Compare objects or pictures using the vocabulary or symbols for (<, >, =) to express relationships with quantity. | 4.M.3.1.4 Compare objects or pictures using the vocabulary or symbols for (<, >, =) to express relationships with quantity. | 5.M.3.1.4.A Compare objects or pictures using vocabulary or symbols of "<" ">" and "=" to express relationships. | 6.M.3.1.3.A Identify relationships using vocabulary or symbols of "<" ">" and "=". | 7.M.3.1.3.A Identify relationships using vocabulary or symbols of "<" ">" "<=" ">=" "<=" ">=". | 8.M.3.1.3.A Identify relationships using vocabulary or symbols of "<" ">" "<=" ">=" "<=" ">=". | | |
| Goal 3.2: Evaluate algebraic expressions. | No objectives at this grade level. | No objectives at this grade level. | 2.M.3.2.1.A Use the commutative property of addition with concrete objects or pictures to solve simple problems (e.g. 3+1=4 then 1+3=2). | 3.M.3.2.1.A Copy the commutative property of multiplication with products up to 6. | 4.M.3.2.1.A Solve multiplication problems with the identity and zero property, with concrete objects if necessary. | 5.M.3.2.1.A Use the following properties as they relate to addition and multiplication: commutative, identity, zero, or inverse. | 6.M.3.2.1.A Use the following properties in evaluating numerical expressions: commutative, identity, zero, or inverse. | 7.M.3.2.1.A Evaluate simple numeric and algebraic expressions using commutative, identity, zero, inverse properties. | 8.M.3.2.1.A Evaluate the following properties in evaluating simple algebraic expressions: commutative, identity, zero, or inverse. | 9.M.3.2.1.A Use appropriate procedures for solving simple algebraic expressions involving variables and rational numbers. | 10.M.3.2.1.A Use appropriate procedures to solve a simple algebraic expression involving variables, integers, or rational numbers. |
| | | | 2.M.3.2.2.A Match corresponding addition problems (e.g., 1+2=3, then 2+1=3). | 3.M.3.2.2.A Identify math problems with the commutative property (e.g., if 1+2=3, then 2+1=3 or 1x2=2 or 2x1=2). | | | 6.M.3.2.2.A Solve simple algebraic expressions. | 7.M.3.2.2.A Solve two problems in the order of operations given. | 8.M.3.2.2.A Solve two problems in the order of operations given. | | |
| | | | | | | | | | 8.M.3.2.3.A Simplify an addition expression. | | |

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|--|---|---|--|--|--|---|--|---|--|---|
| Goal 3.3: Solve algebraic equations and inequalities. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 3.M.3.3.1A Solve missing addend equations, using concrete objects when necessary. | 4.M.3.3.1A Solve missing items or addends equations with concrete objects or symbols. | 5.M.3.3.1A Solve missing addends or simple factor equations, using concrete objects or a calculator when necessary. | 6.M.3.3.1A Solve one-step equations with whole numbers, using concrete objects or a calculator when necessary. | 7.M.3.3.1A Solve one-step equations, using concrete objects or a calculator when necessary. | 8.M.3.3.1A Solve one- and two-step equations, such as $(1+2) + (2+2) = ?$ | 9.M.3.3.1A Use appropriate procedures to solve multi-step equations and inequalities, such as $(1+2) = (5-3)$ or $(2+2)$ does not equal $(2+3)$ | 10.M.3.3.1A Use appropriate procedures to solve multi-step equations and inequalities, such as $(1+2) = (5-3)$ or $(2+2)$ does not equal $(2+3)$ |
| | | | | | | | | | 8.M.3.3.2A Match a math problem with a pictorial representation. | 9.M.3.3.2A Match a math problem with a pictorial representation. | 10.M.3.3.2A Match a math problem with a graphical representation. |
| Goal 3.4: Understand the concept of functions. | K.M.3.4.1.A Attend to a simple repeating pattern (e.g., red, blue, red, blue) | 1.M.3.4.1.A Replicate a simple repeating pattern (e.g., red, blue, red, blue...) | 2.M.3.4.1.A Extend a simple repeating pattern (e.g., ABCABC...). | 3.M.3.4.1.A Replicate a numerical pattern when given the +1 rule with addition (e.g., 1, 1+1, 2+1, 3+1, 4+1, ...) | 4.M.3.4.1.A Copy a pattern using whole numbers and the +1 rule and then extend the pattern. | 5.M.3.4.1.A Identify a simple pattern using whole numbers. | 6.M.3.4.1.A Identify a simple pattern using whole numbers or fractions as inputs. | 7.M.3.4.1.A Extend simple patterns involving rational numbers, including decimals, as inputs. | 8.M.3.4.1.A Extend simple patterns and match the rule (function) that generated the pattern using rational numbers. | | |
| | | | | | | | 6.M.3.4.2.A Extend whole number patterns, using manipulatives and pictorial representations if needed. | | | | |
| | | | | | | | 6.M.3.4.3.A Identify change in quantity in real-world context. | 7.M.3.4.2.A Identify when a change in one quantity impacts a change in another quantity. | 8.M.3.4.2.A Indicate when a change in one quantity may result in a change in another, and identify the relationship as a positive, negative, or neither. | 9.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables, such as $x + y = 7$ | 10.M.3.4.1.A Use appropriate procedures to solve a simple linear equation involving two variables, such as $x + y = 7$ |
| | K.M.3.4.A.2 Attend to appropriate vocabulary. | 1.M.3.4.2.A Attend to appropriate vocabulary. | 2.M.3.4.2.A Attend to appropriate vocabulary. | 3.M.3.4.2.A Recognize appropriate vocabulary. | 4.M.3.4.2.A Recognize appropriate vocabulary. | 5.M.3.4.2.A Recognize appropriate vocabulary. | 6.M.3.4.4.A Use appropriate vocabulary. | 7.M.3.4.3.A Use appropriate vocabulary. | 8.M.3.4.3.A Use appropriate vocabulary. | | |

IDAHO EXTENDED CONTENT STANDARDS MATHEMATICS

Standard 3: Concepts and Language of Algebra and Functions (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|--|--|---|---|--|---|
| Goal 3.5: Represent equations, inequalities and functions in a variety of formats. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 7.M.3.5.1.A Identify a graphic or pictorial representation of a set, using concrete manipulatives when necessary. | 8.M.3.5.1.A Show a simple graphic or pictorial representation of a set (e.g. inventory) | 9.M.3.5.1.A Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function. | 10.M.3.5.1 Given graphs, charts, ordered pairs, mappings, or equations, determine whether a relation is a function. |
| | | | | | | | | | | 9.M.3.5.2 Evaluate functions written in functional notation. | 10.M.3.5.2 Evaluate functions written in functional notation. |
| | | | | | | | | | | 9.M.3.5.3 Given a function, identify domain and range. | 10.M.3.5.3 Given a function, identify domain and range. |
| Goal 3.6: Apply functions to a variety of problems. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 5.M.3.6.1.A Use concrete manipulatives to represent a simple rule for a pattern. | 6.M.3.6.1.A Use concrete manipulatives to represent a pattern and solve simple problems. | 7.M.3.6.1.A Use patterns and linear functions that represent simple problems. | 8.M.3.6.1.A Use patterns and mathematical functions to represent a problem. | 9.M.3.6.1.A | 10.M.3.6.1.A |
| | | | | | | | | | | 9.M.3.6.2.A | 10.M.3.6.2.A |

IDAHO EXTENDED CONTENT STANDARDS

MATHEMATICS

Standard 4: Concepts and Principles of Geometry

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|---|---|--|---|--|--|--|--|---|--|--|
| Goal 4.1: Apply concepts of size, shape, and spatial relationships. | K.M.4.1.1.A Recognize simple two-dimensional shapes — triangle, square, circle | 1.M.4.1.1.A Recognize and sort two-dimensional shapes — triangle, square or circle | 2.M.4.1.1.A Recognize, name, and sort the two-dimensional shapes of triangles, squares, and circles | 3.M.4.1.1.A Compare two- and three-dimensional shapes in the environment, and develop vocabulary to describe the attributes. | 4.M.4.1.1.A Identify parallel, intersecting and perpendicular lines, and develop vocabulary to describe the attributes. | 5.M.4.1.1.A Identify a polygon and develop vocabulary to describe the attributes. | 6.M.4.1.1.A Recognize the difference between a one- and two-dimensional geometric figures, using their defining properties. | 7.M.4.1.1.A Classify one- and two-dimensional geometric figures, using their defining properties. | 8.M.4.1.1.A Classify one-, two-, and three-dimensional geometric figures, using their defining properties. | | |
| | K.M.4.1.2.A Sort or classify objects. | 1.M.4.1.2.A Sort or match objects by more than one attribute. | 2.M.4.1.2.A Sort or classify objects by more than one attribute. | | | 5.M.4.1.2.A Identify right or straight angles without formal measures. | 6.M.4.1.2.A Identify and copy various angles and shapes using appropriate tools. | 7.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes. | 8.M.4.1.2.A Select the appropriate tool to draw or measure various angles and shapes. | | |
| | | | | | | 5.M.4.1.3.A Identify points, lines, and line segments. | 6.M.4.1.3.A Differentiate between a line segment and a point | 7.M.4.1.3.A Differentiate between points, lines, rays, and angles. | 8.M.4.1.3.A Differentiate between points, lines, rays, and angles. | | |
| | | | | 3.M.4.1.2.A Recognize sliding and flipping of two-dimensional shapes. | 4.M.4.1.2.A Recognize the results of sliding and flipping two-dimensional shapes. | 5.M.4.1.4.A Identify when a two-dimensional shape has been flipped or rotated | 6.M.4.1.4.A Differentiate between reflections, translations, or rotations on various shapes. | 7.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes. | 8.M.4.1.4.A Replicate the effects of reflections, translations, or rotations on various shapes. | | |
| | | | 2.M.4.1.3.A Indicate a line of symmetry. | 3.M.4.1.3.A Identify vertical or horizontal lines of symmetry. | 4.M.4.1.3.A Identify a line of symmetry in two-dimensional shapes. | 5.M.4.1.5.A Match shapes that are congruent, similar, or symmetrical. | 6.M.4.1.5.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes. | 7.M.4.1.5.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes. | 8.M.4.1.5.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes. | 9.M.4.1.1.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes. | 10.M.4.1.1.A Arrange shapes to show congruence, similarities, and line-symmetry of shapes. |
| | | | | | | | | | | 9.M.4.1.2.A Compare similarities as it relates to size variations in two-dimensional objects. | 10.M.4.1.2.A Compare similarity as it relates to size variations in two- and three-dimensional objects. |
| | | | | | 4.M.4.1.4.A Recognize perimeters and areas of rectangles and squares, using concrete objects. | 5.M.4.1.6.A Indicate the difference between perimeter and area of a polygon. | 6.M.4.1.6.A Recognize the difference in spatial relationships between two- and three-dimensional objects. | 7.M.4.1.6.A Recognize the concept of surface area or volume (capacity). | 8.M.4.1.6.A Recognize the concept of surface area and volume (capacity). | | |
| | K.M.4.1.3.A Attend to appropriate vocabulary. | 1.M.4.1.3.A Attend to appropriate vocabulary. | 2.M.4.1.4.A Attend to appropriate vocabulary. | 3.M.4.1.4.A Recognize appropriate vocabulary | 4.M.4.1.5.A Recognize appropriate vocabulary. | 5.M.4.1.7.A Recognize appropriate vocabulary. | 6.M.4.1.7.A Recognize appropriate vocabulary and symbols. | 7.M.4.1.7.A Recognize appropriate vocabulary and symbols. | 8.M.4.1.7.A Use appropriate vocabulary and symbols. | | |

IDAHO EXTENDED CONTENT STANDARDS

MATHEMATICS

Standard 4: Concepts and Principles of Geometry (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|---|--|---|--|--|--|---|--|---|---|--|--|
| Goal 4.2: Apply the geometry of right triangles. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 9-M.4.2.1.A Given the Pythagorean Theorem, identify the hypotenuse. | 10-M.4.2.1.A Given the Pythagorean Theorem, identify the hypotenuse and the right angle. |
| Goal 4.3: Apply graphing in two dimensions. | K.M.4.3.1.A Identify the location of an object relative to another (e.g., next to, under, over, behind). | 1.M.4.3.1.A Indicate whether a group of objects is more or less than a benchmark (number of 10 or less on a number line). | 2.M.4.3.1.A Indicate whether a number is above or below a benchmark (number of 10 or less on a number line). | 3.M.4.3.1.A Identify the point of final destination given directions for movement using 1 to 5 on a horizontal positive number line. | 4.M.4.3.1.A Identify the point of final destination given directions for movement using 1 to 5 on a vertical positive number line. | 5-M.4.3.1.A Identify the difference between a point and a grid. | 6.M.4.3.1.A Identify the first quadrant on a coordinate plane. | 7.M.4.3.1.A Identify an ordered pair in the first quadrant on a coordinate plane. | 8.M.4.3.1.A Identify or plot a point in the first quadrant on a coordinate plane. | 9.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System. | 10.M.4.3.1.A Locate quadrants, origin or axes on the Cartesian Coordinate System. |
| | | | | | | | | | | 9.M.4.3.2.A Identify the trend with a given scatter plot. | 10.M.4.3.2.A Identify the trend with a given scatter plot. |
| | | | | | | | | | | 9.M.4.3.3.A Identify positive or negative slope lines in the first quadrant of a grid. | 10.M.4.3.3.A Identify positive and negative slope lines in the first quadrant of a grid. |
| Goal 4.4: Represent and graph linear relationships. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 9.M.4.4.1.A Create a graph and plot 2 ordered pairs. | 10.M.4.4.1.A Create a graph and plot 2 ordered pairs. |
| | | | | | | | | | | 9.M.4.4.2.A Interpret a simple table or graph. | 10.M.4.4.2.A Interpret a simple table or graph. |
| | | | | | | | | | | 9.M.4.4.3.A Identify an attribute of a slope or rate of change. | 10.M.4.4.3.A |
| Goal 4.5: Use reasoning skills. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 10.M.4.5.1.A Identify the elements of a story problem to solve a mathematical equation. |

IDAHO EXTENDED CONTENT STANDARDS

MATHEMATICS

Standard 5: Data Analysis, Probability, and Statistics

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|--|---|--|--|--|---|---|---|---|---|--|---|
| Goal 5.1: Understand data analysis. | K.M.5.1.1.A Identify information from real object graphs or simple pictographs. | 1.M.5.1.1.A Identify information found in real object graphs or in pictographs to answer questions. | 2.M.5.1.1.A Identify information found in simple bar graphs or pictographs. | 3.M.5.1.1.A Interpret information found in simple bar graphs or circle graphs. | 4.M.5.1.1.A Read and interpret simple line graph, bar graphs, or circle graph. | 5.M.5.1.1.A Read and interpret charts, bar graphs, circle graphs, or line graphs. | 6.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs. | 7.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs. | 8.M.5.1.1.A Read and interpret charts and graphs, including line graphs, bar graphs, frequency tables, or circle graphs. | 9.M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs. | 10.M.5.1.1.A Read and interpret tables, charts, and graphs, including line graphs, bar graphs, frequency tables, or circle graphs. |
| | | | | | | | 6.M.5.1.2.A Identify conclusions drawn from tables, charts, or graphs. | 7.M.5.1.2.A Explain conclusions drawn from tables, charts, or graphs. | 8.M.5.1.2.A Identify a conclusion drawn from tables, charts, or graphs. | | |
| | K.M.5.1.2.A Attend to appropriate vocabulary. | 1.M.5.1.2.A Attend to appropriate vocabulary. | 2.M.5.1.2.A Attend to appropriate vocabulary. | 3.M.5.1.2.A Recognize appropriate vocabulary. | 4.M.5.1.2.A Recognize appropriate vocabulary. | 5.M.5.1.2.A Recognize appropriate vocabulary. | 6.M.5.1.3.A Use appropriate vocabulary. | 7.M.5.1.3.A Use appropriate vocabulary. | 8.M.5.1.3.A Use appropriate vocabulary. | | |
| Goal 5.2: Collect, organize, and display data. | K.M.5.2.1.A Using a model, recreate a graph using real objects or pictorial representations. | 1.M.5.2.1.A Use data in real object graphs or in pictographs to answer a question. | 2.M.5.2.1.A Use data in bar graphs in order to answer a question. | 3.M.5.2.1.A Organize and display data in bar graphs or circle graphs in order to answer a question. | 4.M.5.2.1.A Organize data in a line graph, bar graph, or circle graph to answer a question. | 5.M.5.2.1.A Organize and display the data in charts, bar graphs, and circle or line graphs using title, labels, and reasonable scales. | 6.M.5.2.1.A Collect, organize, and display the data with appropriate notation in charts or graphs. | 7.M.5.2.1.A Collect, organize, and display the data with appropriate notation in charts or graphs. | 8.M.5.2.1.A Collect, organize, and display the data in charts or graphs. | 9.M.5.2.1.A Collect, organize, and display data in tables, charts, or graphs. | 10.M.5.2.1.A Collect, organize, and display data in tables, charts, or graphs. |
| | | | 2.M.5.2.2.A Use tally marks, pictures, or objects to represent data. | | 4.M.5.2.2.A Display data in a bar graph using a title and reasonable scales. | | | | | | |
| Goal 5.3: Apply simple statistical measurements. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 4.M.5.3.1.A Find the mode of a simple set of whole number data using manipulatives when necessary. | 5.M.5.3.1.A Find the median and mode with simple sets of arranged data between 1-9 using whole numbers. | 6.M.5.3.1.A Find the median or mode with simple sets of data. | 7.M.5.3.1.A Find the median and mode with simple sets of data. | 8.M.5.3.1.A Identify the measure of central tendency—median and mode. | 9.M.5.3.1.A Find the mean, median, mode and range. | 10.M.5.3.1.A Use basic statistical concepts, including mean, median, mode or range. |
| | | | | | | 5.M.5.3.2.A Find the end points of the range of a set of data using whole numbers 1-10. | 6.M.5.3.2.A Calculate the range of a set of data using whole numbers 1-10. | 7.M.5.3.2.A Identify or locate distribution of data, including range and frequency. | 8.M.5.3.2.A Identify or locate distribution of data, including range, frequency, gaps, or clusters. | 9.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures. | 10.M.5.3.2.A Make predictions and draw conclusions based on a simple set of data and its statistical measures. |

IDAHO EXTENDED CONTENT STANDARDS

MATHEMATICS

Standard 5: Data Analysis, Probability, and Statistics (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 |
|--|------------------------------------|------------------------------------|------------------------------------|---|--|--|--|--|---|---|--|
| Goal 5.4: Understand basic concepts of probability. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 4.M.5.4.1.A Predict the results of simple probability experiments using coins or spinners (e.g., 3 out of 6 choices). | 5.M.5.4.1.A Predict results of simple probability experiments using coins and spinners. | 6.M.5.4.1.A Perform and record results of simple probability experiments. | 7.M.5.4.1.A Perform and record results of simple probability experiments. | 8.M.5.4.1.A Reproduce a situation of probability using a common example of coin toss or rolling of dice. | 9.M.5.4.1.A Find probability based on an independent event (Lottery). | 10.M.5.4.1.A Find probability based on a dependent event (Deal or No Deal). |
| | | | | | | | | 7.M.5.4.2.A Recognize equally likely outcomes. | 8.M.5.4.2.A Recognize equally likely outcomes. | | |
| | | | | | | | | 7.M.5.4.3.A Identify events that have probability ranges from low to high extremes. | 8.M.5.4.3.A Match probability range from low to high to situations. | 9.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability. | 10.M.5.4.2.A Recognize the difference between experimental (large number of trials) and theoretical (mathematical formula) probability. |
| | | | | | | 5.M.5.4.2.A Use the language of probability. | 6.M.5.4.2.A Use the language of probability. | 7.M.5.4.4.A Use the language of probability. | 8.M.5.4.4.A Use the language of probability. | | |
| Goal 5.5: Make predictions or decisions based on data. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 3.M.5.5.1A Make predictions based on data. | 4.M.5.5.1.A Make predictions based on data. | 5.M.5.5.1.A Make predictions based on data. | 6.M.5.5.1A Make predictions based on data. | 7.M.5.5.1A Recognize predictions based on simple theoretical probabilities. | 8.M.5.5.1A Recognize predictions based on experimental probabilities. | 9.M.5.5.1.A Make predictions based on randomness; chance, equally likely events, or probability. | 10.M.5.5.1A Make predictions based on randomness; chance, equally likely events, or probability. |
| | | | | | | | | | 8.M.5.5.2.A Perform a statistical experiment and interpret results using tables, charts, or graphs. | 9.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data. | 10.M.5.5.2.A Perform statistical experiments and use tables, charts, or graphs to make predictions or decisions based on data. |
| | | | | | | | | 7.M.5.5.2.A Use appropriate vocabulary. | 8.M.5.5.3.A Use appropriate vocabulary. | 9.M.5.5.3.A Conduct and interpret results of statistical experiments. | 10.M.5.5.3.A Conduct and interpret results of statistical experiments. |

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 1: Nature of Science

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8-9 Physical Science | Grade 8-9 Earth Science | Grade 9- 10 Biology |
|---|--|--|--|---|--|---|--|---|---|---|---|
| Goal 1.1: Understand Systems, Order, and Organization | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 3.S.1.1.A Match the parts of a system. | 4.S.1.1.1.A Arrange and organize a group of related objects that form a whole. | 5.S.1.1.1.A Sort items from different systems. | 6.S.1.1.1.A Communicate different characteristics of systems. | 7.S.1.1.1.A Arrange small systems as a part of a whole system. | 8-9.PS.1.1.1.A Demonstrate understanding of a system. | 8-9.ES.1.1.1.A Demonstrate understanding of a system. | 9-10.B.1.1.1.A Demonstrate understanding of a system. |
| | | | | | | | | 7.S.1.1.2.A Identify small systems that contribute to the function of the whole. | 8-9.PS.1.1.2.A Use a model to display order & organization to a given system. | 8-9.ES.1.1.2.A Use a model to display order & organization to a given system. | 9-10.B.1.1.2.A Use a model to display order & organization to a given system. |
| | | | | | | | | 7.S.1.1.3.A Identify different structures of an organisms, such as body parts, tissues, or organs | | | |
| Goal 1.2: Understand Concepts and Processes of Evidence, Models, and Explanations | K.S.1.2.1.A Make and communicate observations. | 1.S.1.2.1.A Make and communicate observations. | 2.S.1.2.1.A Make observation and collect data. | 3.S.1.2.1.A Make observations, collect and record data. | 4.S.1.2.1.A Make and record observations and then communicate the collected data | 5.S.1.2.1.A Use observations and data to make predictions. | 6.S.1.2.1.A Respond to observations and data as recorded on a chart | 7.S.1.2.1.A Compare and contrast relative data. | 8-9.PS.1.2.1.A Compare and contrast relative data. | 8-9.ES.1.2.1.A Compare and contrast relative data. | 9-10.B.1.2.1.A Compare and contrast relative data. |
| | | | | 3.S.1.2.3.A Attend to and/or replicate scientific models. | 4.S.1.2.2.A Identify when an observation is or an inference is made. | 5.S.1.2.2.A Identify the difference between an observation and an | 6.S.1.2.2.A Identify relative data to use in an inference. | 7.S.1.2.2.A Identify observation data to use in defensible inferences. | | | |
| | | | | | 4.S.1.2.3.A Replicate or make models. | 5.S.1.2.3.A Replicate or make a model to demonstrate a concept. | 6.S.1.2.3.A Replicate or make a model to explain or demonstrate a concept. | 7.S.1.2.3.A Use models to explain or demonstrate a concept. | 8-9.PS.1.2.2.A Use models to explain concepts or systems. | 8-9.ES.1.2.2.A Use models to explain concepts or systems. | 9-10.B.1.2.2.A Use models to explain concepts or systems. |
| | | | | | | | | | 8-9.PS.1.2.3.A Develop a scientific explanation based on known data. | 8-9.ES.1.2.3.A Develop a scientific explanation based on known data. | 9-10.B.1.2.3.A Develop a scientific explanation based on known data. |

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 1: Nature of Science (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8-9 Physical Science | Grade 8-9 Earth Science | Grade 9-10 Biology |
|--|---|--|---|--|--|---|--|--|---|---|---|
| Goal 1.3: Understand Constancy, Change, and Measurement | K.S.1.3.1.A Measure in non-standard units. | 1.S.1.3.1.A Measure in non-standard units. | 2.S.1.3.1.A Measure in standard or non-standard units. | 3.S.1.3.1.A Measure changes that occur. | 4.S.1.3.1.A Communicate observed change. | 5.S.1.3.1.A Demonstrate changes that occur in systems. | 6.S.1.3.1.A Demonstrate changes that occur in systems. | 7.S.1.3.1.A Identify systems that have been stable over time. | 8-9.PS.1.3.1.A Measure changes that can occur in systems. | 8-9.ES.1.3.1.A Measure changes that can occur in systems. | 9-10.B.1.3.1.A Measure changes that can occur in and among systems. |
| | | | | | | | | 7.S.1.3.2.A Recognize changes that occur within systems. | 8-9.PS.1.3.2.A Respond to changes that can occur in systems. | 8-9.ES.1.3.2.A Respond to changes that can occur in systems. | 9-10.B.1.3.2.A Respond to changes that can occur in and among systems. |
| | | | | 3.S.1.3.2.A Measure in U.S. Customary System of Measurement. | 3.S.1.3.2.A Measure in U.S. Customary System of Measurement. | 3.S.1.3.2.A Measure in U.S. Customary System of Measurement. | 6.S.1.3.2.A Measure in U.S. Customary System of Measurement or the metric system. | 7.S.1.3.3.A Make measurements using appropriate tools in the metric or U.S. Customary System of Measurement. | 8-9.PS.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement. | 8-9.ES.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement. | 9-10.B.1.3.3.A Measure using the metric system or U.S. Customary System of Measurement. |
| Goal 1.4: Understand the Theory that Evolution is a Process that Relates to the Gradual Changes in the Universe and of Equilibrium as a Physical State | K.S.1.4.1.A Demonstrate the concept of days. | 1.S.1.4.1.A Demonstrate the concepts of yesterday, today, and tomorrow. | 2.S.1.4.1.A Demonstrate the concepts of past, present, and future. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | Reference to objective 7.S.3.2.1 | No objectives in Physical Science. | No objectives in Earth Science. | Reference to 7.S.3.2.1 |
| Goal 1.5: Understand Concepts of Form and Function | No objectives at this grade level. | No objectives at this grade level. | 2.S.1.5.1.A Sort objects by shape. | 3.S.1.5.1.A Sort common objects by use. | 4.S.1.5.1.A Communicate the relationship between shape and use. | 5.S.1.5.1.A Respond how the shape or form of an object or system is frequently related to its use or function. | 6.S.1.5.1.A Identifies how the shape or form of an object is frequently related to its use and/or function. | No objectives at this grade level. | No objectives in Physical Science. | No objectives in Earth Science. | No objectives in Biology. |
| Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills | K.S.1.6.1.A Make observations. | 1.S.1.6.1.A Make and record observations. | 2.S.1.6.2.A Make observations, collect, and record data. | | | | | | | | |
| | | | 2.S.1.6.1.A Respond to questions about observation. | 3.S.1.6.1.A Generate questions about observations. | 4.S.1.6.1.A Identify questions that can be answered by conducting scientific tests. | 5.S.1.6.1.A Identify questions that can be answered by conducting scientific experiments. | 6.S.1.6.1.A Identify questions that can be answered by conducting scientific experiments. | 7.S.1.6.1.A Identify a control and a variable in an experiment. | 8-9.PS.1.6.1.A Identify questions that can guide scientific investigations. | 8-9.ES.1.6.1.A Identify questions that can guide scientific investigations. | 9-10.B.1.6.1.A Identify questions that can guide scientific investigations. |
| | | | | 3.S.1.6.2.A Follow steps in scientific test. | 4.S.1.6.2.A Follow steps in scientific tests. | 5.S.1.6.2.A Observe change in scientific investigations using a control and a variable. | 6.S.1.6.2.A Observe change in scientific investigations using a control and variables. | 7.S.1.6.2.A Use appropriate tools and techniques to gather and display data. | 8-9.PS.1.6.2.A Communicate results of investigations. | 8-9.ES.1.6.2.A Communicate results of investigations. | 9-10.B.1.6.2.A Identify the basic components of an experiment design. |

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 1: Nature of Science (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8-9 Physical Science | Grade 8-9 Earth Science | Grade 9-10 Biology |
|---|--|--|---|---|--|---|---|--|--|--|--|
| Goal 1.6: Understand Scientific Inquiry and Develop Critical Thinking Skills (continued from previous page) | | | 2.S.1.6.3.A Choose information for evidence. | | | | | 7.S.1.6.3.A Use data in order to form conclusions. | | | |
| | | | | 3.S.1.6.3.A Use appropriate tools to gather data. | 4.S.1.6.3.A Use appropriate tools to gather data. | 5.S.1.6.3.A Use appropriate tools and techniques to gather and display data. | 6.S.1.6.3.A Use appropriate tools and techniques to gather and display data. | | 8-9.PS.1.6.3.A Select and use appropriate technology to make investigations. | 8-9.ES.1.6.3.A Select and use appropriate technology to make investigations. | 9-10.B.1.6.3.A Select and use appropriate technology to make investigations. |
| | | | 2.S.1.6.4.A Communicate observations. | 3.S.1.6.4.A Use data for a reasonable explanation. | 4.S.1.6.4.A Use data for a reasonable explanation. | 5.S.1.6.4.A Use data for a reasonable explanation. | 6.S.1.6.4.A Use data for a reasonable explanation or prediction. | 7.S.1.6.4.A Use evidence to accept or reject a hypothesis. | 8-9.PS.1.6.4.A Construct explanations and/or models using evidence. | 8-9.ES.1.6.4.A Construct explanations and/or models using evidence. | 9-10.B.1.6.4.A Construct explanations and/or models using evidence. |
| | | | | 3.S.1.6.5.A Make simple predictions based on data. | 4.S.1.6.5.A Make simple predictions based on data. | 5.S.1.6.5.A State a prediction or hypothesis based on observations. | 6.S.1.6.5.A Test a prediction or hypothesis based on observations. | | | | |
| | | | | 3.S.1.6.6.A Select reasonable explanations. | 4.S.1.6.6.A Select reasonable explanations. | 5.S.1.6.6.A Compare reasonable explanations and predictions. | | 7.S.1.6.5.A Use reasonable explanations or predictions. | 8-9.PS.1.6.5.A Select alternative explanations and models. | 8-9.ES.1.6.5.A Select alternative explanations and models. | 9-10.B.1.6.5.A Select alternative explanations and models. |
| | | | | 3.S.1.6.7.A State a result of a test to others. | 4.S.1.6.7.A Communicate results of tests to others. | 5.S.1.6.7.A Communicate scientific procedures. | 6.S.1.6.6.A Communicate scientific procedures. | 7.S.1.6.6.A Communicate scientific procedures and explanations. | 8-9.PS.1.6.6.A Communicate scientific procedures and explanations. | 8-9.ES.1.6.6.A Communicate scientific procedures and explanations. | 9-10.B.1.6.6.A Communicate scientific procedures and explanations. |
| | | | | | | | | | 8-9.PS.1.6.7.A Compare the differences among observations. | 8-9.ES.1.6.7.A Compare the differences among observation. | 9-10.B.1.6.7.A Compare the differences among observations. |
| Goal 1.7: Understand That Interpersonal Relationships Are Important in Scientific Endeavors | K.S.1.7.1.A Use cooperation and interaction skills. | 1.S.1.7.1.A Demonstrate cooperation and interaction skills. | 2.S.1.7.1.A Practice cooperation and interaction skills. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives in Physical Science. | No objectives in Earth Science. | No objectives in Biology. |
| Goal 1.8: Understand Technical Communication | K.S.1.8.1.A Follow one step instruction. | 1.S.1.8.1.A Follow instructions. | 2.S.1.8.1.A Follow instructions. | 3.S.1.8.1.A Follow multi-step instructions. | 4.S.1.8.1.A Follow multi-step instructions. | 5.S.1.8.1.A Follow technical instructions. | 6.S.1.8.1.A Follow technical instructions. | 7.S.1.8.1.A Read and follow technical instructions. | 8-9.PS.1.8.1.A Use graphs, charts, and diagrams. | 8-9.ES.1.8.1.A Use graphs, charts, and diagrams. | 9-10.B.1.8.1.A Use graphs, charts, and diagrams. |

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 2: Physical Science

| Goals: | Kinderparten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8-9 Physical Science | Grade 8-9 Earth Science | Grade 9-10 Biology |
|--|---|--|--|---|---|---|--|------------------------------------|--|---------------------------------|---------------------------|
| Goal 2.1: Understand the Structure and Function of Matter and Molecules and Their Interactions | K.S.2.1.1.A Use senses to sort properties of matter. | 1.S.2.1.1.A Identify properties of objects. | 2.S.2.1.1.A Identify properties of an object. | 3.S.2.1.2.A Observe & match physical properties to solids, liquids, or gases. | | 5.S.2.1.1.A Create mixtures. | 6.S.2.1.1.A Compare mixtures. | No objectives at this grade level. | No objectives in Physical Science. | No objectives in Earth Science. | No objectives in Biology. |
| | | | | | 4.S.2.1.2.A Observe the physical properties of solids, liquids, and gases. | 5.S.2.1.2.A Describe the physical differences among solids, liquids, and gases. | 6.S.2.1.2.A Identify properties of matter. | | | | |
| | | | | 3.S.2.1.1.A Use instruments to measure properties. | 4.S.2.1.1.A Use instruments to measure properties. | | | | | | |
| | | | | 3.S.2.1.3.A Observe that heating and cooling can cause changes of state in common materials. | 4.S.2.1.3.A Communicate the changes caused by heating and cooling materials. | | 6.S.2.1.4.A Describe the effects of temperature. | | | | |
| | | | | | | | 6.S.2.1.3.A Compare density of equal volumes of a solid and a liquid. | | | | |
| | | | | | | 5.S.2.1.3.A Observe a physical change and how it relates to physical properties. | 6.S.2.1.5.A Show a physical change and how it relates to its physical properties. | | | | |
| Goal 2.2: Understand Concepts of Motion and Forces | No objectives at this grade level. | 1.S.2.2.1.A Observe the position and motion of objects. (ex. revolve, rotate, at rest, float, and fall) | 2.S.2.2.1.A Communicate how force affects the position and motion of objects. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 6.S.2.2.1.A Observe and identify the effects of different forces (gravity and friction) on speed or movement. | No objectives at this grade level. | 8-9.PS.2.2.1.A Observe motion using Newton's Laws of Motion. | No objectives in Earth Science. | No objectives in Biology. |
| Goal 2.3: Understand the Total Energy in the Universe is Constant | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 3.S.2.3.1.A Observe potential and kinetic energy. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 8-9.PS.2.3.1.A Show and communicate that energy can be transformed but cannot be created nor destroyed. | No objectives in Earth Science. | No objectives in Biology. |
| | | | | | | | | | 8-9.PS.2.3.2.A Sort energy as potential and/or kinetic. | | |

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 2: Physical Science (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8-9 Physical Science | Grade 8-9 Earth Science | Grade 9-10 Biology |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|--|---------------------------------|---------------------------|
| Goal 2.4: Understand the Structure of Atoms | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 8-9.PS.2.4.1.A Identify the location of protons, neutrons, and electrons. | No objectives in Earth Science. | No objectives in Biology. |
| | | | | | | | | | 8-9.PS.2.4.2.A Demonstrate a simple process of fission and fusion. | | |
| | | | | | | | | | 8-9.PS.2.4.3.A Identify a characteristic of an isotope | | |
| | | | | | | | | | 8-9.PS.2.4.4.A Identify matter that has basic electrical properties. | | |
| | | | | | | | | | 8-9.PS.2.4.5.A Identify matter that have magnetic properties | | |
| Goal 2.5: Understand Chemical Reactions | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 8-9.PS.2.5.1.A Observe and identify how chemicals react. | No objectives in Earth Science. | No objectives in Biology. |

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 3: Biology

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8-9 Physical Science | Grade 8-9 Earth Science | Grade 9-10 Biology |
|---|--|--|--|---|---|--|------------------------------------|---|------------------------------------|---------------------------------|---|
| Goal 3.1: Understand the Theory of Biological Evolution | K.S.3.1.1.A Observe the characteristics of plants and animals. | 1.S.3.1.1.A Observe the life cycle of a plant (seed, growth, death). | No objectives at this grade level. | 3.S.3.1.1.A Identify when plants and animals adapt to their environment. | 4.S.3.1.1.A Communicate how plants and animals adapt to their environment. | No objectives at this grade level. | No objectives at this grade level. | 7.S.3.1.1.A Communicate how natural selection explains species change over time. | No objectives in Physical Science. | No objectives in Earth Science. | 9-10.B.3.1.1.A Show how a species has changed over time. |
| | | 1.S.3.1.2.A Sequence a simple life cycle of an animal (birth, development, death). | | | 4.S.3.1.2.A Communicate the difference between vertebrate and invertebrate animals. | | | | | | 9-10.B.3.1.2.A Identify what happens to a species: when there is a little supply of resources or with offspring better able to survive and reproduce. |
| | | | | | 4.S.3.1.3.A Sort into groups of vertebrates (mammal, reptiles, amphibians, birds, and fish) based on characteristics. | | | | | | |
| Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems | K.S.3.2.1.A Sort between living and non-living things. | 1.S.3.2.1.A Observe that living things need food to survive. | 2.S.3.2.1.A Identify basic needs of all living things (food, shelter, water, space). | 3.S.3.2.1.A Select the energy needed for a living system to survive. | No objectives at this grade level. | 5.S.3.2.1.A Communicate how plants need energy from the sun. | No objectives at this grade level. | 7.S.3.2.1.A Identify that energy stored in food is primarily derived from the sun. | No objectives in Physical Science. | No objectives in Earth Science. | 9-10.B.3.2.1.A Show that matter tends to undergo spontaneous changes. |
| | | | 2.S.3.2.2.A Match animals to their suitable habitats. | 3.S.3.2.2.A Identify how energy requirements of plants and animals are different. | | | | 7.S.3.2.2.A Show how the availability of resources limits organisms. | | | 9-10.B.3.2.2.A Show that organisms need continuous energy and matter to maintain life. |
| | | | | 3.S.3.2.3.A Organize a food chain. | | | | 7.S.3.2.3.A Illustrate how atoms and molecules make up living and nonliving resources in the environment. | | | 9-10.B.3.2.3.A Identify the sun as the primary source of energy for life. |
| | | | | 3.S.3.2.4.A Develop a food web. | | | | 7.S.3.2.4.A Show how energy flows through the ecosystem in one direction. | | | 9-10.B.3.2.4.A Identify that respiration involves the release of energy. |

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 3: Biology (continued)

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8-9 Physical Science | Grade 8-9 Earth Science | Grade 9-10 Biology |
|---|------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|--|--|---|------------------------------------|---------------------------------|--|
| Goal 3.2: Understand the Relationship between Matter and Energy in Living Systems (continued from previous page) | | | | | | | | | | | 9-10.B.3.2.5 A Show how matter cycles and energy flows through a living system. |
| Goal 3.3: Understand the Cell is the Basis of Form and Function for All Living Things | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 5.S.3.3.1.A Explore plant and animal cells. | 6.S.3.3.1.A Identify the difference between cells, organs, organ systems and organism. | 7.S.3.3.1.A Sequence the relationships of cells, tissues, organs, organ systems, and organisms. | No objectives in Physical Science. | No objectives in Earth Science. | 9-10.B.3.3.1.A Identify a cell and its particular structures. |
| | | | | | | | 6.S.3.3.2.A Compare the structural differences between plant and animal cells. | 7.S.3.3.2.A Label parts of plant and animal cells. | | | 9-10.B.3.3.2.A Identify different functions of particular cell structures. |
| | | | | | | | | 7.S.3.3.3.A Identify different functions of particular cell structures. | | | 9-10.B.3.3.3.A Identify that cells store information for transferring to the next generation of cells. |
| | | | | | | | | 7.S.3.3.4.A Describe the functions of particular cell structures. | | | 9-10.B.3.3.4.A Identify how the role of genes plays in differentiation. |
| | | | | | | 5.S.3.3.2.A Identify traits that are passed from parents to offspring. | 6.S.3.3.3.A Identify traits that are passed from parents to offspring. | 7.S.3.3.5.A Communicate how dominant and recessive traits are inherited. | | | |

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 4: Earth and Space Systems

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8-9 Physical Science | Grade 8-9 Earth Science | Grade 9-10 Biology |
|---|---|--|--|---|---|--|---|------------------------------------|------------------------------------|---|---------------------------|
| Goal 4.1: Understand Scientific Theories of Origin and Subsequent Changes in the Universe and Earth Systems | K.S.4.1.1.A Observe characteristics of the four seasons. | 1.S.4.1.1.A Identify characteristics of the four seasons. | | 3.S.4.1.1.A Identify how the sun relates to the length of a day and/or the seasons on Earth. | | | | No objectives at this grade level. | No objectives in Physical Science. | | No objectives in Biology. |
| | K.S.4.1.2.A Sequence the seasons | | | | | | 6.S.4.1.2.A Illustrate the water cycle and its relationship to weather and climate. | | | | |
| | | | 2.S.4.1.1.A Identify characteristics of different weather conditions. | | | | 6.S.4.1.3.A Discuss how clouds relate to weather changes. | | | | |
| | | | | | | | | | | 8-9.ES.4.1.2.A Identify terms used in geological time. | |
| | | | | | | 5.S.4.1.1.A Discuss how the interactions among the solid earth, oceans and atmosphere (erosion, climate, tectonics and continental drift) are connected. | 6.S.4.1.1.A Identify interactions among the solid earth, oceans, atmosphere, and organisms that are connected. | | | 8-9.ES.4.1.3 Show interactions among the solid earth, oceans, atmosphere, and organisms have changed. | |
| | | | | | 4.S.4.1.1.A Identify basic components of our solar system (planets, sun, moon, asteroids, or comets). | | | | | 8-9.ES.4.1.1.A Compare and contrast the basic components of our solar system (planets, sun, moon, asteroids, comets, meteors). | |
| | | | | | 4.S.4.1.2.A Demonstrate how gravity affects orbits and objects. | | | | | | |
| | | | | | 4.S.4.1.3.A Explore how the Earth's tides change. | | | | | | |
| Goal 4.2: Understand Geo-chemical Cycles and Energy in the Earth System | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 5.S.4.2.1.A Label the rock cycle. | No objectives at this grade level. | No objectives at this grade level. | No objectives in Physical Science. | 8-9.ES.4.2.1.A Identify internal & external energy sources of the earth. | No objectives in Biology. |

IDAHO EXTENDED CONTENT STANDARDS SCIENCE

Standard 5: Personal and Social Perspectives; Technology

| Goals: | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8-9 Physical Science | Grade 8-9 Earth Science | Grade 9-10 Biology |
|---|---|--|--|---|--|--|--|---|---|--|---|
| Goal 5.1: Understand Common Environmental Quality Issues, Both Natural and Human Induced | K.S.5.1.1.A Attend to and participate in discussion of characteristics of a man-made environment (home, school...). | 1.S.5.1.1.A Match the characteristics of local natural environments. (playground, backyard). | 2.S.5.1.1.A Sort man-made and natural environments. | 3.S.5.1.1.A Recognize local environmental issues. | No objectives at this grade level. | 5.S.5.1.1.A List issues for environmental studies. | 6.S.5.1.1.A Identify issues for environmental studies. | No objectives at this grade level. | No objectives in Physical Science. | 8-9.ES.5.1.1.A Identify environmental issues, issues such as water and air quality, hazardous waste, depletion of natural resources. | 9-10.B.5.1.1.A Identifies environmental issues such as water, air, or trash. |
| Goal 5.2: Understand the Relationship between Science and Technology | No objectives at this grade level. | No objectives at this grade level. | 2.S.5.2.1.A Explore tools that people have invented for everyday life and for scientific investigations. | 3.S.5.2.1.A Explore how technology helps develop tools. | 4.S.5.2.1.A Attends to discussion of tools used for space exploration and for scientific investigations. | 5.S.5.2.1.A Demonstrate how science and technology are part of a student's life. | 6.S.5.2.1.A Identify how science and technology are part of our society. | 7.S.5.2.1.A Identify how science and technology are interrelated. | 8-9.PS.5.2.1.A Show how science and technology are interrelated. | 8-9.ES.5.2.1.A Show how science and technology are interrelated. | 9-10.B.5.2.1.A Identifies an improvement science research has made in technology. |
| | | | | 3.S.5.2.2.A Order the development of tools over time. | | 5.S.5.2.2.A List examples of science and technology. | 6.S.5.2.2.A Identify when science and technology are interrelated. | 7.S.5.2.2.A Show how science advances technology. | 8-9.PS.5.2.2.A Show how technology advances science. | 8-9.ES.5.2.2.A Show how technology advances science. | 9-10.B.5.2.2.A Show how technology advances science. |
| | | | | | | | | | 8-9.PS.5.2.3.A Identifies different purposes for science research and technology. | 8-9.ES.5.2.3.A Identifies different purposes for science research and technology. | 9-10.B.5.2.3.A Identifies different purposes for science research and technology. |
| Goal 5.3: Understand the Importance of Natural Resources and the Need to Manage and Conserve Them | No objectives at this grade level. | No objectives at this grade level. | No objectives at this grade level. | 3.S.5.3.1.A Uses methods of recycling. | No objectives at this grade level. | 5.S.5.3.1.A Sort resources as renewable and nonrenewable resources. | 6.S.5.3.1.A Identifies between renewable and nonrenewable resources. | | No objectives in Physical Science. | 8-9.ES.5.3.1 Identifies between renewable and nonrenewable resources. | 9-10.B.5.3.1A Identifies between renewable and nonrenewable resources. |
| | | | | | | | | 7.S.5.3.1 Identify an alternative source of energy. | | | |