

Idaho Extended Standards Draft
Extended Content Indicators
Grade 10
Language Arts

Standard 1: Reading Process - Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and to use those words accurately. Students use increasingly sophisticated vocabulary gained from literature and content area text.

Extended Standard 1: Students apply their knowledge of identifying words and use of context to determine the meaning of new words encountered in reading and to use those words. Students use vocabulary gained from literature, content area text, and environmentally based media.

Topic	GR	Goals	Objectives	Essence	Extended Content Indicators
	10.L.A.1.1	Acquire Concepts About Print	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	10.L.A.1.2	Acquire Concepts About Text	10.LA.1.2.1 Analyze the structure and format of various informational documents. (752.05.c)		10.LA.1.2.1 A Identify similarities or differences in structure and format of informational/functional texts, pictures, and/or media.
			10.LA.1.2.2 Identify the text characteristics of different genres of literature. (752.02.a)		10.LA.1.2.2 A Use parts of a book and/or text features to identify different genres of literature.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	10.L.A.1.3	Acquire Phonological Awareness Skills	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Students apply their knowledge of identifying words and use of context to determine the meaning of new words encountered in reading and to use those words. Students use vocabulary gained from literature, content area text, and environmentally based media.

Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	10.LA.1.4	Acquire Decoding Skills Using Word Parts	No objectives at this grade level.		No objectives at this grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	10.L.A.1.5	Acquire Decoding Skills Using Syllabication	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Students apply their knowledge of identifying words and use of context to determine the meaning of new words encountered in reading and to use those words. Students use vocabulary gained from literature, content area text, and environmentally based media.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	10.L.A.1.7	Acquire Fluency	No objectives at this grade level.		No objectives at this grade level.

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Extended Standard 1: Students apply their knowledge of identifying words and use of context to determine the meaning of new words encountered in reading and to use those words. Students use vocabulary gained from literature, content area text, and environmentally based media.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	10.L.A.1.8	Vocabulary and Concept Development	10.LA.1.8.1 Apply knowledge of roots and word parts to draw inferences about new words. (752.01.a)		10.LA.1.8.1 A Identify root words and the meaning of common affixes.
			10.LA.1.8.2 Use context analysis to determine the meanings of unfamiliar words. (752.01.a)		10.LA.1.8.2 A Use context clues to determine the meaning of words.

Standard 2: Comprehension/Interpretation - Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Extended Standard 2: Students read, understand, and respond to grade appropriate material. Students identify organizational patterns and authors' style in response to literature. Students identify the author's main idea or topic of expository and literary text. Students read a variety literature, poetry, magazines, newspapers, informational resources, textbooks, and online information.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.2.1	Acquire Strategies and Skills for Comprehending Text	10.LA.2.1.1 Synthesize the content from several sources on a single issue; compare and contrast ideas to demonstrate comprehension. (752.02.c)		10.LA.2.1.1 A Interpret different kinds of text to demonstrate understanding.
			10.LA.2.1.2 Apply reading strategies to self monitor for comprehension.		10.LA.2.1.2 A Identifies need for clarification or assistance when reading.
			10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.		10.LA.2.1.3 A Use simple outlines, notes, charts, and/or diagrams to aid in comprehension.

Standard 2: Comprehension/Interpretation - Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Extended Standard 2: Students read, understand, and respond to grade appropriate material. Students identify organizational patterns and authors' style in response to literature. Students identify the author's main idea or topic of expository and literary text. Students read a variety literature, poetry, magazines, newspapers, informational resources, textbooks, and online information.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.2.2	Acquire Skills to Comprehend Expository Text	10.L.A.2.2.1 Critique the logic of informational texts by examining the sequence of information and procedures. (752.05.a)		10.LA.2.2.1 A Identify and sequence information or procedures from informational text.
			10.L.A.2.2.2 Define the purpose and audience of a variety of communication formats (e.g., essays, letters, user manuals, lab reports, websites). (752.02.a; 752.03.b)		10.LA.2.2.2 A Identifies the purpose of a simple communication formats (e.g. letters, directions, websites, etc)
			10.LA.2.2.3 Evaluate the comprehensiveness and validity of evidence in an author's argument. (752.03.a)		10.LA.2.2.3 A Identify between facts and opinions in an argument or claim by an author.

Standard 2: Comprehension/Interpretation - Students read, understand, and respond to grade-level-appropriate material. Students analyze the organizational patterns and evaluate authors' arguments and positions. Students conduct in-depth analyses of the author's craft and themes of expository and literary text. Students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, textbooks, and online information.

Extended Standard 2: Students read, understand, and respond to grade appropriate material. Students identify organizational patterns and authors' style in response to literature. Students identify the author's main idea or topic of expository and literary text. Students read a variety literature, poetry, magazines, newspapers, informational resources, textbooks, and online information.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.2.3	Acquire Skills for Comprehending Literary Text	10.LA.2.3.1 Read and respond to literature from a variety of genres.		10.LA.2.3.1 A Demonstrate comprehension of literary text from a variety of genres.
			10.LA.2.3.2 Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy. (752.03.b)		10.LA.2.3.2 A Identifies characters and their traits and/or actions.
			10.LA.2.3.3 Explain the author's point of view and interpret how it influences the text.		10.LA.2.3.3 A Identify a story's speaker.
			10.LA.2.3.4 Compare works that express a universal theme and provide evidence to support the views expressed in each work. (752.02.a)		10.LA.2.3.4 A Identify the theme of a story.
			10.LA.2.3.5 Analyze ways in which authors use imagery, figures of speech, and the "sound" of language for effect. (752.02.a; 752.02.d)		10.LA.2.3.5A Identify common idioms as figurative speech and imagery, i.e. sound of language
			10.LA.2.3.6 Compare and contrast authors' styles on the basis of such elements as word choice and sentence syntax. (752.01.g)		10.LA.2.3.6 A Identify an author's style based on the elements of a story.

Standard 3: Writing - Students use all five steps of the writing process. Emphasis areas include revising drafts for content, effective transitions, and precise word choice.

Extended Standard 3: Students use the steps of the writing process. Emphasis areas include revising drafts for content, transitions, and word choice.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.3.1	Acquire Prewriting Skills	10.LA.3.1.1 Generate ideas using a variety of strategies. (752.01.b)		10.LA.3.1.1 A Generate ideas using simple, prewriting strategies.
			10.LA.3.1.2 Generate a main idea or thesis appropriate to a type of writing. (753.02.b)		10.LA.3.1.2 A Generate a main idea appropriate to a type of writing.
			10.LA.3.1.3 Apply organizational strategies to plan writing. (753.01.a)		10.LA.3.1.3 A Use strategies for planning and organizing writing.)
			10.LA.3.1.4 Match format to purpose and audience. (753.01.c; 753.03.b)		10.LA.3.1.4 A Use an appropriate writing format to match audience and purpose.
			10.LA.3.1.5 Produce a piece of writing within a set period of time.		10.LA.3.1.5 A Follow set time periods for producing a piece of writing.

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Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.LA.3.2	Acquire Skills for Writing a Draft	10.LA.3.2.1 Use the ideas generated and organized through prewriting to write a draft. (753.01.a)		10.LA.3.2.1 A Use ideas generated in prewriting to write a draft.
			10.LA.3.2.2 Sequence ideas in a cohesive, meaningful order. (752.02.b)		10.LA.3.2.1 A Produces a draft with a main idea and sequences supporting details.

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Extended Standard 3: Students use the steps of the writing process. Emphasis areas include revising drafts for content, transitions, and word choice.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.3.3	Acquire Skills for Revising a Draft	10.LA.3.3.1 Revise draft for meaning, clarity, and effective organization. (753.01.a)		10.LA.3.3.1 A Revise writing for clarity and effective sequencing.
			10.LA.3.3.2 Add relevant details and delete irrelevant or redundant information. (753.02.b)		10.LA.3.3.2 A Revise writing by adding a detail or deleting redundant information.
			10.LA.3.3.3 Use transitional words and phrases to clarify meaning and improve organization. (753.01.c; 753.02.b)		810LA.3.3.3 A Use a transition word to improve organization.
			10.LA.3.3.4 Use a variety of sentence structures to improve sentence fluency and enhance style. (753.02.b)		10.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.
			10.LA.3.3.5 Use literary models to refine writing style. (753.02.b)		10.LA.3.3.5 A Use a literary model in a piece of writing.
			10.LA.3.3.6 Conference with others to improve writing. (753.01.a)		10.LA.3.3.6A Conference with others to guide the revision process.

Standard 3: Writing - Students use all five steps of the writing process. Emphasis areas include revising drafts for content, effective transitions, and precise word choice.

Extended Standard 3: Students use the steps of the writing process. Emphasis areas include revising drafts for content, transitions, and word choice.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.3.4	Acquire Skills for Editing a Draft	10.LA.3.4.1 Use editing marks to indicate errors in conventions.		10.LA.3.4.1 A Edit for errors using common edit marks.
			10.LA.3.4.2 Edit for correct punctuation, spelling, grammar, and usage errors. (753.02.a)		10.LA.3.4.2 A Edit for errors.

Standard 3: Writing - Students use all five steps of the writing process. Emphasis areas include revising drafts for content, effective transitions, and precise word choice.

Extended Standard 3: Students use the steps of the writing process. Emphasis areas include revising drafts for content, transitions, and word choice.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.3.5	Acquire Skills to Publish Writing	10.LA.3.5.1 Publish improved draft.		10.LA.3.5.1 A Publish improved piece of writing.
			10.LA.3.5.2 Share writing with intended audience. (753.04.c; 753.06.b)		10.LA.3.5.2 A Share writing with intended audience.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on technical writing.

Extended Standard 4: Students write in a variety of formats using templates that generate and reflect upon ideas. Emphasis is on informational writing.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	10.LA.4.1.1 Write narratives or short stories that describe the specific actions, movements, gestures, and feelings of the characters. (753.04.c)		10.LA.4.1.1 A Write and/or share narratives that describe a specific action or feeling.
			10.LA.4.1.2 Write original creative works including prose and poetry. (753.04.c)		10.LA.4.1.2 A Participates in creating simple rhymes, poems, or songs.

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Extended Standard 4: Students write in a variety of formats using templates that generate and reflect upon ideas. Emphasis is on informational writing.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	10.L.A.4.2.1 Write expository essays that include a main idea, supporting details, and introductory, body, and concluding paragraphs. (753.03.a) .		10.LA.4.2.1 A Compose expository text on a main idea that includes a beginning, middle, and ending paragraphs.
			10.LA.4.2.2 Write a research report that includes a thesis, provides relevant support, and documents sources. (753.05.b) ; 753.06.a)		10.LA.4.2.2 A Compose a brief research report with main idea and 3 details compiled through a research process.
			10.L.A.4.2.3 Write résumés, cover letters, and job applications. (753.06.c)		10.LA.4.2.3 A Write job applications.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on technical writing.

Extended Standard 4: Students write in a variety of formats using templates that generate and reflect upon ideas. Emphasis is on informational writing.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.4.3	Acquire Persuasive Writing Skills	10.LA.4.3.1 Write persuasive compositions that use specific rhetorical devices to support assertions (e.g., appealing to logic thorough reasoning; appealing to emotion or ethical belief; or relating a personal anecdote or analogy). (753.05.b; 753.05.c; 753.06.a)		10.LA.4.3.1 A Write a persuasive statement to support a position.

Standard 4: Writing Applications - Students write in a variety of formats to generate, record, and reflect upon ideas. Emphasis is on technical writing.

Extended Standard 4: Students write in a variety of formats using templates that generate and reflect upon ideas. Emphasis is on informational writing.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.4.4	Acquire Skills for Literary Response	10.L.A.4.4.1 Write responses to literature that demonstrate an understanding of literary elements such as plot, theme, characterization, tone, style, foreshadowing, and figurative language. (753.04.a)		10.LA.4.4.1 A Participate in writing (drawing, pictures, objects) a response to literary selections.
			10.L.A.4.4.2 Write responses to literature that demonstrate an awareness and appreciation of a variety of authors' styles. (753.04.a; 753.04.b)		10.LA.4.4.2 A Respond to literature that demonstrates awareness to a variety of writing styles.

Standard 5: Writing Components - Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

Extended Standard 5: Students focus on the elements of writing. The elements include various components and conventions of written language appropriate to this grade level. Students develop a personal writing style.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.5.1	Acquire Handwriting Skills	10.LA.5.1.1 No objectives at this grade level.		10.LA.5.1.1 A No objectives at this grade level.

Standard 5: Writing Components - Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

Extended Standard 5: Students focus on the elements of writing. The elements include various components and conventions of written language appropriate to this grade level. Students develop a personal writing style.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.5.2	Acquire Spelling Skills	10.LA.5.2.1 No objectives at this grade level.		10.LA.5.1.2 A No objectives at this grade level.

Standard 5: Writing Components - Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

Extended Standard 5: Students focus on the elements of writing. The elements include various components and conventions of written language appropriate to this grade level. Students develop a personal writing style.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.5.3	Acquire Skills for Sentence Structure	10.LA.5.3.1 Apply correct and varied sentence types in writing. (753.02.b)		10.LA.5.3.1 A Use pictures, words, or symbols to express varied sentence types.
			10.LA.5.3.2 Edit for agreement, word usage, parallel structure, and fluency. (753.02.b)		10.LA.5.3.2 A Edit for fluency in writing.

Standard 5: Writing Components - Students focus on the elements of effective writing. These elements include sentence fluency, word choice, and conventions. Focus areas are organization and sentence fluency to enhance meaning. Students develop a personal writing style and revise elements for greater effect. Students identify and apply the correct use of major conventions.

Extended Standard 5: Students focus on the elements of writing. The elements include various components and conventions of written language appropriate to this grade level. Students develop a personal writing style.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	10.L.A.5.4	Acquire Skills for Using Conventions	10.LA.5.4.1 Demonstrate in writing the correct use of conventions emphasizing pronoun/antecedent agreement, subject/verb agreement, adjective/adverb usage, verb tense, verbals, appositives, compound-complex sentences, clauses, and parallel structure. (753.02.a)		10.LA.5.4.1 A Demonstrate use of pronouns, subject/verb agreement, verb tense, and adjectives in writing simple and compound sentences.
			10.LA.5.4.2 Demonstrate in writing the correct use of punctuation and capitalization. (753.02.a)		10.LA.5.4.2 A Demonstrate use of punctuation and capitalization skills.

Standard 6: Communication - Goals and objectives for this standard included in Grade 9-12 Speech.

Extended Standard 6: Goals and objectives for this standard included in Grade 9-12 Speech.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	9-12. Spch 6.1	Acquire Listening Skills.	9-12.Spch.6.1.1 Assess how language and delivery affect the mood and tone of oral communication and make an impact on the audience.		
			9-12.Spch.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.		
			9-12.Spch.6.1.3 Draw conclusions about the ideas under discussion and support those conclusions with convincing evidence.		
			9-12.Spch.6.1.4 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker's important points, arguments, evidence, organization of ideas, delivery, choice of words, and use of language.		
			9-12.Spch.6.1.5 Analyze the types of arguments used by a speaker (e.g., argument by causation, analogy, authority, emotion, and logic).		

Standard 6: Communication - Goals and objectives for this standard included in Grade 9-12 Speech.

Extended Standard 6: Goals and objectives for this standard included in Grade 9-12 Speech.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	9-12. Spch 6.2	Acquire Speaking Skills.	9-12.Spch.6.2.1 Choose appropriate techniques for developing the introduction and conclusion in a speech, including the use of literary quotations, anecdotes, and references to authoritative sources.		
			9-12.Spch.6.2.2 Identify and use elements of classical speech forms (e.g., the introduction, transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.		
			9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.		
			9-12.Spch.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.		
			9-12.Spch.6.2.5 Use effective and interesting language, including formal expressions for effect, standard English for clarity, and technical language for specificity.		
			9-12.Spch.6.2.6 Analyze historically significant speeches to find the rhetorical devices and features that make them memorable.		
			9-12.Spch.6.2.7 Deliver narrative presentations that narrate a sequence of events and communicate their significance to the audience.		

			9-12.Spch.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.Spch.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.Spch.6.2.11 Deliver multimedia presentations that incorporate information from a wide range of media.		

Standard 6: Communication - Goals and objectives for this standard included in Grade 9-12 Speech.

Extended Standard 6: Goals and objectives for this standard included in Grade 9-12 Speech.

Topic	Gr	Goal	Objective	Essence	Extended content Indicators
	9-12. Spch 6.3	Acquire viewing skills.	9-12.Spch.6.3.1 Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertising; stereotyping; visual representations, special effects, language).		
			9-12.Spch.6.3.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.		
			9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.		
			9-12.Spch.6.3.4 Compare and contrast the ways in which media genres (e.g., televised news, news magazines and documentaries, and online information) cover the same event.		
			9-12.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.		