

IDAHO EXTENDED CONTENT STANDARDS

LANGUAGE ARTS

Standard 1: Reading 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 1.1: Acquire Concepts About Print	K.LA.1.1.1A Demonstrates behavior that indicates attention to a book and turning pages.	1.LA.1.1.1 A Demonstrates correct access to reading material in a meaningful manner.	2.LA.1.1.1 A Recognizes print conventions such as letters, words or sentences represented by pictures, objects, sign, or text.	3.LA.1.1.1A Recognizes print conventions such as letters, words, sentences, punctuation, paragraphs, etc.	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.
	K.LA.1.1.2A Shows interest in reading materials while listening to familiar text being read.	1.LA.1.1.2 A Match letters or objects in first letter order using an alphabet chart	2.LA.1.1.2 A Matches letters, objects, or words in order using an alphabet chart.	3.LA.1.1.2 A Identifies letters, objects, or words in order using an alphabet chart.										
	K.LA.1.1.3A Follows communication displays (pictures/objects/symbols/words) from left to right progression and top to bottom													
	K.LA.1.1.4 A Attends by watching and/or listening to words/pictures/objects found in reading environments.													
	K.LA.1.1.5A Imitates the one to one correspondence between the spoken word and graphic symbol (picture/word gesture/object													
	K.LA.1.1.6A Imitates segmenting graphic symbols of letters, words, or sentences.													

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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 1.2: Acquire Concepts About Text	K.LA.1.2.1 A Points to items named by the teacher to convey understanding of the word (e.g. names, signs, school and classroom objects, etc).	1.LA.1.2.1 A Respond to environmental print with assistance (e.g. signs, symbols	2.LA.1.2.1 A Attend and respond to different kinds of texts types.	3.LA.1.2.1 A Recognize similar types of text and formats.	4.LA.1.2.1 A Show interest in text types and formats of various kinds of text in the environment.	5.LA.1.2.1 A Identify literary and informational/ functional texts, pictures, and/or media.	6.LA.1.2.1 A Identify literary and informational/ functional texts, pictures, and/or media.	7.LA.1.2.1 A Use literary and informational/ functional texts, pictures, and/or media to understand information in text.	8.LA.1.2.1 A Identify literary and informational/ functional texts, pictures, and/or electronic sources to access information.	9.LA.1.2.1 A Identify similarities or differences in structure and format of informational/ functional texts, pictures, and/or media.	10.LA.1.2.1 A Identify similarities or differences in structure and format of informational/ functional texts, pictures, and/or media.	11.LA.1.2.1 A Identify similarities or differences in structure and format of literary and informational/ functional texts, pictures, and/or media.	12.LA.1.2.1 A Identify similarities or differences in structure and format of literary and informational/ functional texts, pictures, and/or media.	No objectives in Speech.
	K.LA.1.2.2 A Identifies a book, including front cover, back cover, and title, when provided a visual or tactile representation.	1.LA.1.2.2 A Locates the front cover with title of a book or reading selection.	2.LA.1.2.2 A Locates the title of a book or reading selection.	3.LA.1.2.2 A Responds to the purpose of print conventions such as punctuation, paragraph, bold print, etc	4.LA.1.2.2 A Identify parts of a book and/or text features to aid in comprehension i.e. title, illustrations.	5.LA.1.2.2 A Identify parts of a book and/or text features to aid in comprehension, i.e. heading, captions, introductory paragraph.	6.LA.1.2.2 A Identify parts of a book and/or text features to aid in comprehension, i.e. directions, sequences, glossary.	7.LA.1.2.2 A Use parts of a book and/or text features to understand a selection, such as appendix.	8.LA.1.2.2 A Use parts of a book and/or text features to understand a selection.	9.LA.1.2.2 A Use parts of a book and/or text features to identify different genres of literature.	10.LA.1.2.2 A Use parts of a book and/or text features to identify different genres of literature.			
		1.LA.1.2.3 A Attend to simple graphic features in text.	2.LA.1.2.3 A Recognize graphic features in text, i.e. charts and diagrams.	3.LA.1.2.3 A Identify graphic features in text, i.e. graphs, italics, bold print.	4.LA.1.2.3 A Identify graphic features that support text meaning.	5.LA.1.2.3 A Identify information using graphic features in text.	6.LA.1.2.3 A Identify graphic features in text that provides information for research topics.	7.LA.1.2.3 A Interpret graphic features in text to acquire meaning.	8.LA.1.2.3 A Use graphic features in text to communicate information.					
Goal 1.3: Acquire Phonological Awareness Skills	K.LA.1.3.1A Responds to familiar songs and rhymes.	1.LA.1.3.1 A Identify beginning sounds as same or different.	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.	No objectives at this grade level.	No objectives at this grade level.
	K.LA.1.3.2A Imitates or identifies rhyming words.	1.LA.1.3.2A Change sounds in a word to make a new word.												
	K.LA.1.3.3A Identifies when groups of words/pictures/ objects begin with the same sound.	1.LA.1.2.3A Uses phonemes to blend into recognizable words, i.e. Name												

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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 1.3: Acquire Phonological Awareness Skills <i>(continued from previous page)</i>	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.1.4.1 A Reproduces sounds or symbols to match sounds or symbols in similar words.	1.LA.1.4.1 A Match sound to letter symbol.	2.LA.1.4.1 A Match letter symbols to sound.	3.LA.1.4.1 A Identify word patterns and/or word families.	4.LA.1.4.1 A Identify word parts as letters and syllables, i.e. prefix, word families, root word, suffix.	5.LA.1.4.1 A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix.	6.LA.1.4.1 A Use word parts (letters, syllables) to read, i.e. prefix, word family, root word, suffix	7.LA.1.4.1 A 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.1.4.2 A Imitate reading abbreviations in text appropriate to grade level.	2.LA.1.4.2 A Attend to abbreviations in text appropriate to grade level.	3.LA.1.4.2 A Recognizes abbreviations in text appropriate to grade level.	4.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	5.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	6.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	7.LA.1.4.2 A Read simple abbreviations appropriate to grade level.	8.LA.1.4.2 A 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 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.1.8.1A 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.1.8.2A Use context clues to determine the meaning of words.	11.LA.1.8.2A 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)

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 1.8: Vocabulary and Concept Development <i>(continued from previous page)</i>	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 the 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)			

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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 <i>(continued from previous page)</i>	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 idea 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)

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 <i>(continued from previous page)</i>				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.2.3.2A Identify characters and their traits and/or actions.	8.LA.2.3.2 A Identify characters and their traits and/or actions.	9.LA.2.3.2A 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.2.3.3A Identify the setting in story that is heard or read.	1.LA.2.3.3A Identify the setting in story that is heard or read.	2.LA.2.3.3A Identify the setting in story that is heard or read.	3.LA.2.3.3A Identify setting of a story.	4.LA.2.3.3 A Identify setting of a story.	5.LA.2.3.3A Identify and describes a setting of a story.	6.LA.2.3.3A 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.2.3.5A Identify the speaker of a story.	6.LA.2.3.5A 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.2.3.6A Identify a lesson that is presented in a literary selection.	6.LA.2.3.6A 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.	

IDAHO EXTENDED CONTENT STANDARDS LANGUAGE ARTS

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 <i>(continued from previous page)</i>				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.	

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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.3.1.1A 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.3.1.1A 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.3.1.3A 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.3.2.1A 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.			

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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.3.3.1A Revise writing to enhance meaning.	5.LA.3.3.1 A Revise writing for clarity and effective sequencing.	6.LA.3.3.1A 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.3.3.3A	
				3.LA.3.3.3 A Revise writing by substituting words to clarify meaning.	4.LA.3.3.4 A Revise writing by rearranging words or sentences to clarify meaning.	5.LA.3.3.4 A Revise writing by substituting words to clarify meaning.	6.LA.3.3.4 A Revise writing by substituting words to enhance style.	7.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	8.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	9.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	10.LA.3.3.4 A Use a variety of sentences to enhance writing style, e.g. exclamations, questions, declarative statements.	11.LA.3.3.4 A	12.LA.3.3.4 A	
				3.LA.3.3.4 A Use a literary model in a piece of writing.	4.LA.3.3.5 A Use a literary model in a piece of writing.	5.LA.3.3.5 A Use a literary model in a piece of writing.	6.LA.3.3.5 A Use a literary model in a piece of writing.	7.LA.3.3.5 A Use a literary model in a piece of writing.	8.LA.3.3.5 A Use a literary model in a piece of writing.	9.LA.3.3.5 A Use a literary model in a piece of writing.	10.LA.3.3.5 A Use a literary model in a piece of writing.	11.LA.3.3.5 A	12.LA.3.3.5 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.	

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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.3.4.1A 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.3.4.1A Edit for errors using common edit marks.	12.LA.3.4.1A 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.3.5.2A Share writing with intended audience.	1.LA.3.5.2A 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.3.5.2A 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.					

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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 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.	

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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 <i>(continued from previous page)</i>										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.

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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.5.1.1A Write fluently and legibly.	4.LA.5.1.1 A Write fluently and legibly.	5.LA.5.1.1A 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 CVC words.	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 multisyllabic 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.5.3.1A 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: • future verb tenses • adjectives • personal pronouns	5.LA.5.3.2 A Use correctly: • future verb tenses • adjectives • personal pronouns	6.LA.5.3.2 A Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions	7.LA.5.3.2 A Use correctly: • future verb tenses • adjectives • personal pronouns • conjunctions	8.LA.5.3.2 A Use correctly: • 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.	

IDAHO 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. parentheses or commas in lists)	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.	

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.6.1.1 A Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker.	2.LA.6.1.1 A Demonstrate effective and appropriate listening skills to obtain information or to enjoy.	3.LA.6.1.1 A Listen to acknowledge the purpose or purposes of listening (e.g., to obtain information, to solve problems, or to enjoy).	4.LA.6.1.1 A Listen to distinguish between a speaker's opinion and facts.	5.LA.6.1.1 A Listen to interpret a speaker's verbal messages.	6.LA.6.1.1 A Listen in order to briefly summarize information.	7.LA.6.1.1 A Develop appropriate interpersonal listening skills (e.g., eye contact, body language).	8.LA.6.1.1 A 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.Spch.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.6.1.2 A Listen for specific answers in order to respond to questions.	2.LA.6.1.2 A Listen for specific answers in order to respond to questions.	3.LA.6.1.2 A Listen for answers to specific questions from information presented orally.	4.LA.6.1.2 A Listen and respond to similarities and differences in various oral presentations.	5.LA.6.1.2 A Listen and responds to symbolic expressions with evidence and examples.	6.LA.6.1.2 A 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.6.1.2 A Listen to determine the speaker's feeling toward the subject.	8.LA.6.1.2 A Listen to determine whether the speaker has presented slanted or biased material.					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.
	K.LA.6.1.3 Listen to understand and follow one step spoken directions.	1.LA.6.1.3 A Listen and follow one and two-step oral directions.	2.LA.6.1.3 A Listen and follow one and two-step oral directions.	3.LA.6.1.3 A Listen and follow simple oral directions.			6.LA.6.1.3A Listen to identify the emotion conveyed in oral communications.	7.LA.6.1.3 A Listen attentively to make decisions about purpose and content of verbal communication and nonverbal cues.						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.

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 6.1: Acquire Listening Skills <i>(continued from previous page)</i>	K.LA.6.1.4 A Listen to gain information from others.	1.LA.6.1.4 A Listen to gain information from others.	2.LA.6.1.4 A Listen to gain information from others.	3.LA.6.1.4 A Listen to repeat information from a variety of sources.	4.LA.6.1.3 A Listen to gain information from a variety of sources.	5.LA.6.1.3 A Listen to gain information from a variety of sources.	6.LA.6.1.4 A Listen to gain information from a variety of sources.	7.LA.6.1.4 A Listen to acquire and summarize information from a source.						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).
Goal 6.2: Acquire Speaking Skills	K.LA.6.2.1 A Share information and ideas in complete thoughts.	1.LA.6.2.1 A Ask questions.	2.LA.6.2.1 A Ask questions about stories.	3.LA.6.2.1 A Ask questions about stories.	4.LA.6.2.1 A Ask questions and respond to questions.	5.LA.6.2.1 A Ask questions to seek information.	6.LA.6.2.1 A Ask questions to acquire information.	7.LA.6.2.1 A Ask questions to elicit information from a speaker.	8.LA.6.2.1 A Paraphrase a speaker's point of view and ask questions concerning the speaker's content and feeling toward the subject.	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.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.
	K.LA.6.2.2 A Name one object that is related to a concept: <ul style="list-style-type: none"> Name the category in which the object belongs. Name a function of the object. Name one attribute. 	1.LA.6.2.2 A Restate a simple one-step direction.	2.LA.6.2.2 A Repeat information that has been shared orally by others.	3.LA.6.2.2 A Repeat information that has been shared orally by others.	4.LA.6.2.2 A Initiate interactions to deliver information about an idea or event.	5.LA.6.2.2 A Initiate interactions to deliver information about an idea or event.	6.LA.6.2.2A Emphasize important information in interactions with others.	7.LA.6.2.2 A Deliver informative presentations that: <ul style="list-style-type: none"> Deliver relevant information about a focused topic. Appeal to the interests of the audience. Use strategies to make the presentation engaging to the audience. 	8.LA.6.2.2 A Deliver oral summaries of articles that: <ul style="list-style-type: none"> Include the main ideas State ideas in own words 					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.
		1.LA.6.2.3 A Stay on topic when speaking.	2.LA.6.2.3 A Stay on topic when speaking.	3.LA.6.2.3 A Participate in simple oral presentations with a clear focus.	4.LA.6.2.3 A Participate in oral presentations to maintain a clear focus.	5.LA.6.2.3 A Maintain an interaction that has a clear focus.	6.LA.6.2.3 A Organize oral presentations.	7.LA.6.2.3 A Organize oral presentations to maintain a clear focus.	8.LA.6.2.3 A Organize oral presentations to maintain a clear focus.					9-12.Spch.6.2.3 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.

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>	K.LA.6.2.3A 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.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.
	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.Spch.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.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.

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.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.

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	K.LA.6.3.1 A Attend to different media.	1.LA.6.3.1 A Identify the main idea of media presentations.	2.LA.6.3.1 A Demonstrate awareness of different media.	3.LA.6.3.1 A Identify grade appropriate traditional and non-print media as sources of information	4.LA.6.3.1 A Identify similarities in a variety of viewed media.	5.LA.6.3.1 A Utilize different media as sources of entertainment.	6.LA.6.3.1A View media as source for information, entertainment, and persuasion appropriate to grade level.	7.LA.6.3.1A View media as source for information, entertainment, and persuasion appropriate to grade level.	8.LA.6.3.1 A View media, appropriate to grade level, to analyze as source for information, entertainment, and persuasion.	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.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).
					4.LA.6.3.2 A Identify information from graphics, pictures, and charts appropriate to grade level.	5.LA.6.3.2 A Use organizational features in media to access information (e.g. graphics, objects, charts, etc to appropriate grade level)	6.LA.6.3.2 A Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	7.LA.6.3.2 A Demonstrate understanding of graphics, pictures, and charts appropriate to grade level.	8.LA.6.3.2 A Interpret various ways in which visual image makers (e.g., graphic artists, illustrators, and news photographers) communicate information					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.
	K.LA.6.3.2 A Attend to the main idea of media presentations.	1.LA.6.3.2 A Identify details from media presentations.	2.LA.6.3.2 A Identify main concepts and/or details from information viewed.	3.LA.6.3.2 A Recognize media that focuses personal attention on events and in forming their opinion.	4.LA.6.3.3 A Recognize media that focuses personal attention on events and in forming their opinion.	5.LA.6.3.3 A View media to evaluate and make appropriate choices.	6.LA.6.3.3 A View media to evaluate and make appropriate choices.	7.LA.6.3.3 A View media to evaluate and make appropriate choices.	8.LA.6.3.3 A View media to evaluate and make appropriate choices.					9-12.Spch.6.3.3 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness.
	K.LA.6.3.3 A Participate in differentiating between real and imaginary in media presentations.	1.LA.6.3.3 A Participate in differentiating between real and imaginary in media presentations.	2.LA.6.3.3 A Participate in differentiating between real and imaginary in media presentations.	3.LA.6.3.3 A Identify an opinion in media presentations.	4.LA.6.3.4 A Identify an opinion in media presentations.	5.LA.6.3.4 A Identify the purpose of verbal communication and non-verbal cues.	6.LA.6.3.4 A Identify the content and purpose of verbal communication and non-verbal cues.	7.LA.6.3.4 A Evaluate the content and purpose of verbal communication and non-verbal cues.	8.LA.6.3.4 A Evaluate the content and purpose of verbal communication and non-verbal cues.					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.

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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 <i>(continued from previous page)</i>						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.Spch.6.3.5 Identify the aesthetic appeal of a media presentation and evaluate the techniques used to create the effects.