U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM
CFDA # 84.371C
PR/Award # S371C110022
Grants.gov Tracking#: GRANT10864744

Closing Date: MAY 09, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for

example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/06/2011

4. Applicant Identifier:

5a. Federal Entity Identifier: N/A

* 5b. Federal Award Identifier: N/A

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Wyoming Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 830208667

* c. Organizational DUNS: 8098723360000

d. Address:

* Street1: 2300 Capitol Avenue
Street2: Hathaway Building
* City: Cheyenne
County: Laramie
* State: WY: Wyoming
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 82001

e. Organizational Unit:

Department Name: WY Department of Education

Division Name: Federal Programs

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mrs.
* First Name: Jillian
Middle Name:
* Last Name: Balow
Suffix:

Title: Supervisor, Literacy/Numeracy Team

Organizational Affiliation: Wyoming Department of Education

* Telephone Number: 307-777-8909
Fax Number: 307-777-6234

* Email: jbalow@educ.state.wy.us

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

Office of Elementary and Secondary Education (OESE); Striving Readers Comprehensive Literacy Grant Program CFDA Number 84.371C

13. Competition Identification Number:

84-371C2011-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

All school districts (LEAs) may compete for subgrants generated from this competitive grant. There are 48 school districts in 23 counties in Wyoming. Each LEA must partner with at least one eligible early learning center.

*** 15. Descriptive Title of Applicant's Project:**

The Wyoming Striving Readers Project advances literacy skills for children from birth through 12th grade.

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: WY-01

* b. Program/Project: All

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 08/15/2011

* b. End Date: 08/14/2016

18. Estimated Funding ($):

* a. Federal	8,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	8,000,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 05/04/2011.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	Mrs.
* First Name:	Jillian
Middle Name:	
* Last Name:	Balow
Suffix:	
* Title:	Supervisor, Literacy/Numeracy Team
* Telephone Number:	307-777-8909
Fax Number:	307-777-6234
* Email:	jbalow@educ.state.wy.us
* Signature of Authorized Representative:	Christine Revere
* Date Signed:	05/06/2011

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Wyoming Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY

U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 1,480,770	$ 940,770	$ 492,570	$ 492,570	$ 492,570	$ 3,899,250
2. Fringe Benefits	$ 255,420	$ 170,280	$ 85,140	$ 85,140	$ 85,140	$ 681,120
3. Travel	$ 459,682	$ 257,850	$ 133,290	$ 133,290	$ 133,290	$ 1,117,402
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 529,485	$ 321,750	$ 160,875	$ 160,875	$ 160,875	$ 1,333,860
6. Contractual	$ 131,500	$ 93,500	$ 48,500	$ 48,500	$ 49,000	$ 371,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 41,850	$ 4,500	$ 2,400	$ 2,400	$ 1,945	$ 53,095
9. Total Direct Costs (lines 1-8)	$ 2,898,707	$ 1,788,650	$ 922,775	$ 922,775	$ 922,820	$ 7,455,727
10. Indirect Costs*	$ 211,606	$ 130,571	$ 67,363	$ 67,363	$ 67,366	$ 544,269
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 3,110,313	$ 1,919,221	$ 990,138	$ 990,138	$ 990,186	$ 7,999,996

***Indirect Cost Information *(To Be Completed by Your Business Office)*:**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2011 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[ ] Is included in your approved Indirect Cost Rate Agreement? or, [X] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Wyoming Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Christine Revere	Supervisor, Literacy/Numeracy Team
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Wyoming Department of Education	05/06/2011

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Wyoming Department of Education

** Street 1* 2300 Capitol Avenue *Street 2* Hathaway Building

** City* Cheyenne *State* WY: Wyoming *Zip* 82001

Congressional District, if known: 01

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:

United States Department of Education

7. * Federal Program Name/Description:

Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$ 8,000,000.00

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix Mrs. ** First Name* Jillian *Middle Name*

** Last Name* Balow *Suffix*

** Street 1* 2300 Capitol Avenue *Street 2* Hathaway Building

** City* Cheyenne *State* WY: Wyoming *Zip* 82001

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Christine Revere

***Name:** *Prefix* Mrs. ** First Name* Jillian *Middle Name*

** Last Name* Balow *Suffix*

Title: Supervisor, Literacy/Numeracy Team **Telephone No.:** 307-777-8909 **Date:** 05/06/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

WYSR_GEPA427_Pt6.pdf | Add Attachment | Delete Attachment | View Attachment

Part 6 – GEPA 427

The Wyoming Department of Education (WDE) will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs and services will be accessible to all teachers, students, and other program beneficiaries with special needs allowing them to participate fully in the projects. The WDE does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its education and research programs, or its services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, staff, community members and other stakeholders and participants. The steps taken in this project to illustrate how WDE will ensure equitable access will include conducting outreach efforts and targeted marketing to encourage those not likely to participate in the project to become active. Upon request, alternate program materials, awareness training, and use of transportation services and facilities for the handicapped, will be made available to accommodate participants.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	Wyoming Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Mrs.
* First Name:	Jillian
Middle Name:	
* Last Name:	Balow
Suffix:	
* Title:	Supervisor, Literacy/Numeracy Team
* SIGNATURE:	Christine Revere
* DATE:	05/06/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Jillian		Balow	

Address:

* Street1: 2300 Capitol Avenue
Street2: Hathaway Building
* City: Cheyenne
County: Laramie
* State: WY: Wyoming
* Zip Code: 82001
* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

307-777-8909 307-777-6234

Email Address:

jbalow@educ.state.wy.us

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment Delete Attachment View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-WYSR_projabstract_pt3.pdf**

Part 3: Project Abstract
Wyoming Comprehensive State Literacy Plan Birth to Grade 12
Wyoming Striving Readers Project

The purpose of the Striving Readers Comprehensive Literacy (SRCL) program is to advance literacy skills in the State of Wyoming including pre-literacy skills, reading, and writing, for students from Birth through Grade-12, particularly for those students who are disadvantaged.

This Wyoming Striving Readers Project Plan grows directly from the Wyoming State Comprehensive Literacy Plan: Birth through Grade 12, adopted on April 27, 2011. Should Wyoming be funded, the funds will be used forge partnerships between early childhood education providers, and elementary, middle and high schools to provide seamless, effective, literacy instruction to all children and students, and to award competitive partnership grants serving children from birth through grade 12.

The proposed project is a joint venture of the Wyoming Department of Education, Office of the Governor, Wyoming State Board of Education and Wyoming Early Childhood Association

This application addresses:

- Absolute Priority 1: Improving Learning Outcomes
- Absolute Priority 2: Enabling More Data-Based Decision-Making
- Competitive Preference Priority: Effective Use of Technology
- Statutory Requirements as described in the Application Packet
- Additional Requirements as described in the Application Packet

The overarching project goals of the Wyoming Striving Readers Project are described in the State's Comprehensive Literacy Plan as:

1) Preventing literacy gaps,

2) Closing existing gaps, and

3) Challenging all students to proficient and advanced literacy.

It is expected that between 5 and 7 subgrants applications will be awarded to projects serving approximately 4,500 children and students birth to grade 12 and 360 early childhood education providers and teachers statewide.

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1238-WYSR_project narrative_pt4.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1239-WYSR_TOC_AttA.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1240-WYSR_WSCLP_AttB.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1241-WYSR_LALIT_WYstandards_AttC.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1242-WYSR_crosswalks_attD.pdf**

Attachment 6:
Title: Pages: Uploaded File: **1243-WYSR_ELGs_AttE.pdf**

Attachment 7:
Title: Pages: Uploaded File: **1244-WYSR_ECStandards_AttF.pdf**

Attachment 8:
Title: Pages: Uploaded File: **1245-SR_Data Packet_AttG.pdf**

Attachment 9:
Title: Pages: Uploaded File: **1246-WYSR_letters of support_AttH.pdf**

Part 4 - Application Narrative

SECTION A: QUALITY OF STATE LEVEL ACTIVITIES

State Context. To understand how the Striving Readers Comprehensive Literacy (SRCL) grant will be implemented in Wyoming, it is helpful to understand a little about our state. Wyoming's population has grown over the past 10 years by 14% from 500,000 to 564,000 residents. Even so, it remains the least populated state in the nation, smaller even than Washington DC. It is also a highly rural state with a population density of fewer than 6 people per square mile. Wyoming's student population has grown by 12.5% in the past 10 years. In the past four years, rapidly changing demographics have resulted in a 13.5% increase in the number of children and students who are English learners. As evidenced by our Comprehensive State Literacy Plan, Birth-Grade 12 (Attachment A), Wyoming's 382 schools are committed to ensuring that every student is taught by highly effective teachers who challenge and support them in becoming highly literate citizens.

Children Birth Through Age Five. Wyoming is home to approximately 40,000 individuals, birth through age five. Most (20.4%) live in our two major cities Casper and Cheyenne– each with a population of nearly 60,000 residents – where services are more accessible, but 35% of these children live in rural ranch communities that are separated from the next community by long distances. Thirteen percent of children age four and under are from families earning below the federal poverty level.

Students Kindergarten through Grade 12. Nearly 87,000 students attend school in Wyoming's 48 LEAs. These LEAs range from two that are mid size, averaging 12,000 students, to 46 that are located in small towns or rural areas of the state. Just under 11,000 school-age children are from families earning below the federal poverty level. More than 14% of Wyoming school children have been identified for special education services, primarily language and literacy related. Despite the rapid growth in English Language Learners (ELL), there are few teachers in Wyoming who have been trained in English Language Learning and even fewer bilingual teachers to serve the needs of these children. Wyoming off-

sets its challenges with strengths including paid, in-state post secondary education for students who take a rigorous secondary curriculum, small class sizes, and blended instruction with a strong technology base. The Hathaway Program scholarships are designed to provide incentive for Wyoming students to prepare and pursue post-secondary education within the State of Wyoming. The program consists of four separate merit scholarships and a need-based scholarship for eligible students, that supplements the merit awards. This program became effective for eligible students beginning with the class of 2006 for the fall semester.

A(i) State level Activities Aligned with Comprehensive State Literacy Plan Standards.

In 2009, the State Board of Education approved the Wyoming Content and Performance Standards in Language Arts (Attachment B) and in 2010 folded in the Common Core State Standards in English Language Arts (Attachment C). Together, these standards articulate to students, parents, educators, and all Wyoming stakeholders a set of expectations for what students should know and be able to do to be prepared for success in college and careers. They also provide a common understanding for educators of what students should learn at particular grades.

In its document "Pathways to 2014," the State Board of Education outlined a vision of how the state standards might be strengthened and how increased implementation of the standards could improve education in Wyoming. To act on this vision, the Wyoming Department of Education (WDE) is currently engaged in review and revision of the Wyoming Content and Performance Standards, which will be completed in 2013. The process includes involvement from a broad group of Wyoming citizens including teachers, administrators, Wyoming community colleges, the University of Wyoming, and members of the wider Wyoming community.

In December 2010, standards review committees compared the knowledge and skills defined in the 2008 Wyoming Content and Performance Standards and the Proficiency Assessment for Wyoming Students (PAWS) assessment descriptors with the knowledge and skills specified in the Common Core English Language Arts Standards. English Language Arts crosswalks were developed for grades K-8 and high school. The standards review committees also compared knowledge and skills in the content area literacy standards in History, Social Studies, Science, and Technical Subjects. These crosswalk

documents (Attachment C) are intended to help LEAs transition to the Common Core State Standards in English Language Arts.

Wyoming Early Learning Guidelines. A project to develop Early Learning Guidelines: B-5 (Attachment D) was initiated in the summer of 2009 by the Governor's Early Childhood Development Council. The Wyoming Department of Education (WDE) provided support to this workgroup via a contract with the University of North Carolina to advise the workgroup and review the Early Learning Guidelines for alignment with the Wyoming K-12 Standards. This work is now completed and will be publically released in August 2011. These Early Learning Guidelines address the individual needs of all children, are culturally and linguistically appropriate, and will result in a seamless transition for children aligning the Early Learning Guidelines with the existing Early Childhood Readiness Standards for 3 to 5 year-olds (Attachment E).

Head Start Programs in Wyoming. The Wyoming Early Childhood Readiness Standards were based on the US Department of Health and Human Services Head Start Outcomes Framework. This framework guides Head Start programs serving children 3-5 years old in their ongoing assessment of the progress and accomplishments of children and in their efforts to analyze and use data on child outcomes in program self-assessment and continuous improvement. The Framework provides Head Start and other early childhood programs with a description of the developmental building blocks that are most important for a child's school and long-term success. Three to five year-olds in Head Start are expected to progress in all areas of child development and early learning outlined by the Framework.

Alignment of Wyoming Early Learning Guidelines to Common Core Standards. A drafting team is now working to align the Early Learning Guidelines to Wyoming Content and Performance and Common Core State Standards, with a priority to align English Language Arts first. The team is representative of multiple agencies and entities.

Development of the Comprehensive State Literacy Plan. In November 2010, WDE received a Striving Readers Comprehensive Literacy grant from the United States Department of Education

(USDOE) to develop and implement a Comprehensive State Literacy Plan: Birth through Grade 12 (B-12). An 18-member panel was selected to draft the plan based on their expertise in literacy and their diversity of perspectives (see Part C - Diversity of Design and Implementation Team for specifics). Following a concerted effort over seven months with considerable stakeholder input, and many opportunities for both internal and external review and revision, a final version of Wyoming's Comprehensive State Literacy Plan (WCSLP) was approved, by Wyoming's State Superintendent of Public Instruction, on April 27, 2011(see Attachment A). While seen as a "living document, the WSCLP will be regularly reviewed and updates, this plan forms the foundation of this application.

The Governor's Office and Early Childhood Partners with K-12 to Support B-12 Efforts. In a supportive measure, the Governor of Wyoming via Executive Order 2010-2, created the Wyoming Early Childhood Development State Advisory Council. Membership on the Council includes, among others, representation from government agencies such as the Departments of Family Services and Department of Health, LEAs, WDE, community colleges, licensed childcare and child development agencies, Head Start, and the Shoshone and Arapaho tribes. The Council is preparing to conduct a statewide needs assessment. Additionally, the Council is taking part in the alignment drafting for the Early Learning Guidelines.

Statewide Literacy Needs Assessment. The State Early Childhood Advisory Council is legislatively mandated. Members are nominated by the Governor. The Council is authorized to conduct periodic statewide needs assessments concerning the quality and availability of early childhood education, and develop programs and services for children. The Council has formed committees to investigate recently completed needs assessments (conducted as part of the WCSLP, Title I, and Title IIA) and completes a gap analysis in preparation for systematic needs assessments.

In addition, the Council is authorized to work with respective public agencies and private providers to develop performance measurements to enable consistent and fair evaluation and accountability regarding the effectiveness of services, programs, and activities affecting early childhood development. The Council

will then develop recommendations regarding the establishment of a unified data collection system for public early childhood education programs and services statewide.

Alignment of Funds. The table below identifies the federal funds received by the state for fiscal year 2009/10. For each program, the WDE has identified the percent of these funds dedicated to supporting literacy, the key literacy strategies, and the percent of students in poverty benefiting from the program (as determined by free and reduced lunch count).

July 1, 2008 awards to Wyoming for fiscal year 2009/10 (ending June 30, 2011):

Program Name	Amount	Percent $ Literacy	Key Literacy Strategies	Percent Poverty
Title I	$32,434,829.00	50%	Training on multi-tiered interventions and assessments to assist readers who are not proficient. Title I LEAs also use reading instructors, extended-day programs, district resource centers, tutors, and instructional coaches	100%
Migrant Education	$242,064.00	10%	Summer Success Reading Series	100%
Special Education	$27,710,796.00	25%	90 % of the grant award is given to districts as required by Federal and State regulations. Districts submit grant applications that outline how each district will expend funds. The funding must be used to provide services to students with disabilities and improve their outcomes. In some districts these funds are used to support literacy.	
State Personnel Development Grant	$525,000	33%	Professional development in the core components necessary for reading success	
Title IID - Tech	$483,875.00	±10%	Tech Literacy-Students should become Tech Literate by the end of 8th grade	50%-allocated based on poverty, 50%-competitive
English Lang Acquisition	$500,000.00	N/A	Each LEA has an ELL Plan that has strategies that help ELLs bridge to literacy in English	N/A
Title II Math & Science	$897,878.00	Current projects have no focus in literacy	n/a	n/a

Program Name	Amount	Percent $ Literacy	Key Literacy Strategies	Percent Poverty
Title II K-12	$13,659,126.00	LEAs spend about 9% of their awards specifically on literacy activities.	Collaborative Literacy Intervention Project (CLIP) training, Balanced Literacy, Guided Reading, Reading Comprehension, Renaissance Reading, Step Up to Writing, 6 Traits of Writing, Lucy Calkins Writing, DIBELS Assessment, Reading Mastery, Corrective Reading, Read Naturally, Direct Instruction, Reading and Writing Across the Curriculum, CRISS Reading, Springboard LA, Writer's Workshop, Write Tools, Literacy First, Assessment Literacy, LETRS to support core reading program implementation Many LEAs focus significant dollars on PD that addresses learning in all content areas; the primary initiatives in that realm are Quantum Learning, RTI, Professional Learning Communities at Work, Curriculum Alignment, Formative Assessments, PEBC Thinking Strategies, and Marzano's *What Works* strategies	31%
Title II Higher Education	$364,475.00	53%	Direct Instruction; Six Traits of Writing; Practical applications of reading, writing, and oral language; Readsters; Lexile Training	20%
State Assessments	$3,407,645.00	60%	Reading and writing assessment development training, materials, administration, scoring, and dissemination	State assessments
Deaf/Blind Grant	$65,000.00	60%	Targeted strategies and interventions, Alignment with the North Carolina Reading Initiative (SPED) and SPEDIG initiatives	n/a
Total	$80,290,688.00	$26,897,037.00		

"Off-Model Funds" (State)	Amount	Percent Literacy	Key Literacy Strategies	Percent Poverty
Instructional Facilitator Grant Program (IF salaries and benefits in Wyoming)	$16,800,000.00	40%	Effective instructional coaching techniques and frameworks toward teacher improvement	n/a
Bridges Summer School Grant Program	$19,376,118.00	40%	Summer School and Extended Day instruction to assist students in meeting standards and receive credit recovery. Structured to provide high quality research-based strategies and interventions to students at-risk.	n/a
Total	$36,176,118.00	$14,470,447.00		

The literacy strategies identified in the table above reflect WDE's coherent approach to funding and implementing effective literacy instruction, particularly for disadvantaged/at-risk students.

Definition of Disadvantaged/At-Risk Students. WDE defines a disadvantaged/at- risk student as one who is eligible for free and reduced priced lunch under the National School Lunch Program, identified as limited English proficient, or mobile under WDE rules. For the purposes of this grant, WDE will also define an at-risk student as one who is:

- At level 1 or 2 on the IF-K literacy assessment
- Identified as "at risk" in reading as measured by DIBELS
- Two grade levels behind in PAWS reading proficiency
- Homeless
- Incarcerated or adjudicated
- Disabled

Subgrant applicants will be required to identify the at-risk students in each participating school and will report on their progress in meeting and exceeding state reading standards. These students will be aggregated into an "at-risk" group and disaggregated by each separate group in order to evaluate their progress. This data will be used by the WDE as part of their comprehensive literacy plan data evaluation

and continuous improvement process to evaluate project effectiveness and to address the potential achievement gap of at-risk students in comparison to all students.

Transparency and Public Access. In 1997, the Wyoming Legislature directed the WDE to develop and maintain a procedure for reporting efforts of LEAs to increase student performance. The Every Student Count report satisfies Wyoming Statutory requirements, provides stakeholders with valuable information regarding Wyoming schools, offers LEAs a means for providing their stakeholders with educational support, and provides an important resource for schools and LEAs to evaluate their efforts to increase student achievement. The Every Student Counts report also allows the WDE to collect LEA data and provide a means for data-based decision making. The information contained in the report includes student academic achievement data, environmental data (student to computer ratios and parent teacher conference attendance rates), graduation and dropout results, scholarship information, college outcome results, and LEA expenditures for operating costs.

In addition, the WDE has created a Striving Readers Grant page on the Department's website at: http://edu.wyoming.gov/Programs/grants/Striving_Readers.aspx. WDE will post and make publically available, the process, procedures, and the results of its review of subgrant applications. The procedures used to review and judge the evidence base, and the process LEAs propose to use to align curricula and materials to state standards will be available as well. Messaging will include videos posted on the web page, flyers, superintendent memos, and mailings to all teachers of literacy.

Other State Initiatives Supporting the Wyoming Comprehensive State Literacy Plan. In addition to the WDE work described above, legislatively mandated programs and a number of statewide programs designed to address the needs of all students, including disadvantaged students, have now been aligned with the WCSLP. These include:

1. **Wyoming Revised Statue 11LSO-0124.E19 HB 0127.** Enacted in 2011, this legislation requires each LEA to create a plan for implementing evidence-based core curriculum aligned to state standards. It also requires that each LEA design and implement a kindergarten through grade 3 screening and intervention program approved by the WDE that provides standardized,

longitudinal data with the capability to monitor and measure reading progress. LEAs are required to respond to that screening through the provision of evidence- based interventions to meet the needs of all students. LEAs must annually report to the WDE on those students who have been identified for intervention in meeting state reading standards by the end of the 3rd grade. Should fewer than 85% of students at any grade level not meet the proficiency level in reading, LEAs must report to WDE the reasons, its strategy for improvement including the student to teacher ratio, the use of certified tutors, and the use of instructional facilitators in K-3 in all schools in the LEA.

2. **Wyoming Enrolled Act 90-the Accountability in Education Act.** The Accountability in Education Act, passed in 2011, establishes a framework with which to evaluate school performance. LEAs submit a composite record of student performance indicating positive growth. A select legislative committee, along with an advisory panel, made up primarily of educators, will be appointed to determine an adequate growth and performance model to be implemented. Schools not showing positive growth face turnaround strategies imposed by WDE. Student growth in reading and math must be demonstrated on the state assessment and a benchmark adaptive assessment.
3. **Wyoming Enrolled Act 90-the Teacher Accountability Act.** The Teacher Accountability Act, passed in 2011, in conjunction with Ch. 29 of the Wyoming Education Rules and Regulations, passed in 2010, requires all certified personnel to be evaluated, in part, on student academic growth measures and on longitudinal student data systems. Beginning in 2011-2012, districts will use a combination of validated assessments and district assessments to evaluated certified personnel.
4. **SMARTER Balanced Consortium.** The SMARTER Balanced Assessment Consortium is a multistate initiative funded by the USDOE, to develop an adaptive, online assessment system based on and aligned with the Common Core State Standards. The assessment system will be ready for implementation in 2014. The set will include both summative and interim assessment

measures and tools. The result will be increased accountability in all grades and informed instruction for the purpose of interventions and professional development. In February 2011, delegates from WDE and six LEAs in Wyoming attended the Common Core State Standards Workshop sponsored by Education Northwest. Participants from Wyoming determined that continued collaborative planning for the implementation of the CCSS and SMARTER Balance Consortium is needed. The WDE will coordinate opportunities for this.

5. **Career and College Ready.** Through tutorial and mentoring services provided directly to the disadvantaged/at-risk student, the primary goals for Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) in Wyoming are to increase the number of college ready students, increase the rates of high school graduation, and increase student and family knowledge of post-secondary education and financing options. GEAR UP provides academic support, college preparation, and family-focused services to assure that students have the opportunity to prepare for college. GEAR UP also provides summer programs to maintain student engagement when not in school. GEAR UP also offers ACT and SAT preparation and financial assistance to students preparing for college. In addition to the programs direct contact with secondary students, GEAR UP also provides professional development for school personnel so that they may support college readiness and academic success. Through a partnership with the Wyoming Department of Education professional development will be offered to support the literacy initiative (Teacher-to-Teacher) as well as the instructional facilitator program.

6. **Bridges.** The Wyoming Bridges Program provides grant opportunities to LEAs for the provision of intervention and remediation to students beyond the required student-teacher contact hours. This includes summer school and extended day programs. LEAs apply for grant funding to operate summer school and extended day programs for grades K-12. Formula grants are then awarded based on a proxy of at-risk students. Costs for funding are reimbursed up to the grant total. The WDE encourages LEAs to provide hands-on and enriched activities to enhance student achievement and learning.

7. **21st Century Community Learning Centers.** The purpose of 21CCLC is to create community learning centers that provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools, to meet state and local student standards in core academic subjects; to offer a broad array of enrichment activities that can complement the regular academic programs of students; and to offer literacy and other educational services to the families of participating children.

Ensure Use of Subgrant Funds to Implement Comprehensive Literacy Program. As described in Part B of this application, the WDE will strictly administer the subgrant application. It will score, select and monitor to ensure that SRCL subgrant funds are used to implement projects that provide effective literacy instruction as defined in the SRCL application, including that they:

- provide effective professional development in literacy to meet the needs of all students (particularly disadvantaged/at-risk students), and teachers in the participating schools;
- use curriculum and instructional materials that are aligned with State and Common Core standards in English Language Arts and content classes;
- use coherent assessment systems that are aligned with State standards and assessments;
- implement appropriate interventions for students who are struggling and who have not mastered the standards;
- provide language and text rich classroom environments; and,
- use data to monitor program implementation and to inform continuous improvement.

A(ii) WDE Goals for Improving Student Literacy

Overarching Goal of Wyoming's Comprehensive State Literacy Plan. The overarching goals of the WSCLP are:

- Prevent the literacy gap from starting
- Close the literacy achievement gap where it exists

- Challenge all students to proficient and advanced literacy

To accomplish these overarching goals, specific goals by age band and subgroup are:

- **Early Childhood (Birth to Age 5)**

  1. Complete the alignment of Early Learning Guidelines (ELGs) with new State Standards and other 0-5 agency standards, benchmarks, and assessments

  2. Implement a comprehensive and cohesive assessment system for ages 0-5. Align growth on assessments in 0-5 with growth on assessments in K-5

  3. Provide high-quality, evidence-based, aligned (0-12th grade) professional development and technical assistance for parents, providers, and teachers of children birth-5

- **Elementary (Kindergarten to Grade 5)**

  1. Implementation of differentiated instruction in literacy (reading, writing, speaking, listening, technology, reading/writing in the content area)
  2. Develop principals as literacy leaders
  3. Develop professional development to enhance purposeful reading

- **Secondary (Grades 6 to 12)**

  1. Develop principals as literacy leaders
  2. Implementation of differentiated instruction in literacy (reading, writing, speaking, listening, technology, reading/writing in the content area)
  3. Develop professional development to enhance purposeful reading

- **Special Education Children (Birth to Grade 12)**

  1. Align the North Carolina Reading Initiative to T2T initiative and incorporate the 3+8 training
  2. Support all supplemental literacy instruction with a cohesive and comprehensive literacy framework

3. Implement training and technical assistance for teacher, supplemental teachers and paraprofessionals on reading and writing processes

- **English Language Learner Children (Birth to grade 12)**
    1. Facilitate a dual immersion framework preschool through grade 12
    2. Facilitate efficient transitions for ELLs from birth through grade 12
    3. Realize annual increases in the number of percentage of children making progress in learning English
- **Economically Disadvantaged Students (Birth to grade 12)**
    1. Incorporate a parental and community awareness and commitment with respect to the importance of literacy proficiency
    2. Support all supplemental literacy instruction with a cohesive and comprehensive literacy framework
    3. Implement training and technical assistance for supplemental teachers and paraprofessionals

Wyoming's Data System Meets All 11 Data Quality Count Criteria. The WDE has a comprehensive data collection system for K-12 students with a unique student identifier (WISER ID) for each student. As one of the few states meeting all of the Data Quality Counts criteria for creating longitudinal systems, Wyoming will use the IF-K data as part of a longitudinal study to look at how readiness for kindergarten impacts future school success. The use of the IF-K is also a required data collection for preschools funded through the Temporary Assistance for Needy Families (TANF) grant.

Wyoming Data Used in Developing the State Literacy Plan. A comprehensive assessment system focusing on improving literacy instruction underpins the WCSLP. The following data sets were used in developing the WSCLP (and will be used in the implementation of the state's Striving Reader grant to report assessment data, student progress and program progress):

1. **Kindergarten Readiness Measure Instructional Foundations (IF-K).** In order to identify the readiness of children who are entering kindergarten, the WDE developed a kindergarten readiness assessment: the Instructional Foundations for Kindergarten (IF-K). Following three years of

piloting and field-testing to ensure its validity and reliability, the IF-K was fully implemented statewide in 2009. The IF-K provides guidance on instruction and support to LEAs in strengthening transitions from pre-school to kindergarten by providing a common, evidence-based measure of child development and knowledge. The IF-K is aligned to the Wyoming Content and Performance Standards Common Core standards. Data from the IF-K is currently being used as part of a longitudinal study looking at how readiness for kindergarten impacts future school success.

2. **Students K-12 Proficiency Assessments for Wyoming Students (PAWS).** PAWS is the statewide student assessment system for literacy (reading and writing) directly aligned to Wyoming State Standards. In addition to its uses for accountability purposes, the instructionally supportive design of PAWS presents information focusing on individual student growth and performance. The PAWS literacy assessment system is comprised of:

- Annual assessments in reading and writing in grades 3-8, 10 and 11
- The PAWS-ALT a summative alternate assessment in reading and writing is also administered annually in grades 3-8 and 11
- The ACCESS for ELLs® is administered annually at all grades

PAWS is instructionally supportive including alignment to clear targets for instruction, and informative reporting categories. The intent of the PAWS assessment provides both summative data as well useful information for instructional decision-making by Wyoming classroom teachers in addressing the specific academic needs of their students. Thus, the PAWS serves two major purposes. First, it provides information about student attainment of Wyoming Content and Performance Standards in reading, writing, and mathematics over time. Second, and equally important, it provides additional skill-level reporting categories aligned to the Wyoming Content and Performance Standards as organized by the Wyoming Assessment Descriptions to assist teachers in interpreting and addressing specific academic needs of students.

3. **DIBELS and MAP (Measures of Academic Proficiency) - K-4 Reading Assessment and Intervention.** Wyoming law requires students in grades K-4 to be screened two times each year to ensure they are meeting grade level benchmarks. Two screening tests have been approved by Wyoming: DIBELS and MAP. LEAs may use either of these measures; however, once selected, all schools with K-4 grades must use the same assessment. Each spring, LEAs report to WDE on those students who were not successful on the assessment. These students must then be placed on an individual or group reading plan to target interventions and monitor progress. DIBELS training is provided to Wyoming educators each summer. Beginning in summer of 2011 customized MAP training in reading is also provided. During the school year, follow-up professional development on how to use the data from the screening tests to improve student reading achievement is also provided. To augment the early literacy data collection, school districts are also required to submit a literacy plan, including assessment framework, intervention framework, and curriculum framework for grades K-4.
4. **MAP use for Bridges After and Summer School.** Wyoming provides funds annually for Bridges afterschool and summer programs that are provided in all LEAs statewide. The WDE requires the use of MAP tests to measure academic growth realized as a result of completing the afterschool or summer program. Longitudinal data will be reported as part of the subgrant data reporting. Districts allow WDE direct online access to MAP data, via signed MOUs.
5. **K-8 Assessments.** A state law taking effect for the 2011-12 school year requires the pilot administration of a "benchmark adaptive assessment" in grades K-8. Rules and regulations pertaining to this requirement are now being written. Results from the pilot will be used to provide baseline data and future legislative suggestions.
6. **ACT Testing for College and Career Readiness.** One hundred percent of Wyoming's seniors take the ACT test - a standardized measure of college and career readiness in four areas, one of which is English Language Arts. The ACT is accepted as evidence of educational attainment at colleges, universities, and other postsecondary educational institutions nationwide.

Student Achievement

Student Achievement Trends as Measured by the PAWS. The percentage of students meeting and exceeding Wyoming's proficiency standards in reading and writing in grades 3-8, and 11 are appended as Attachment F. Also included in this attachment are disaggregated results for race/ethnicity, ELL, poverty, and SPED.

Overall in 2010 at grade 11, 65% of all students met proficiency standards for reading and 83% in writing. However, these results are not equally distributed among all subgroups. Disaggregated data at grade 11 reveals that:

- American Indian children meet the standards in reading at a rate 10 percentage points below that of students overall in reading and 4 percentage points below in writing
- Hispanic students meet the standards in reading at a rate 12 percentage point below that of students overall and 9 percentage points below in writing
- White students meet the standards in reading at a rate 2 percentage points above that of students overall in reading and 1 percentage point above in writing;
- EL students meet the standards in reading at a rate 55 percentage points below that of students overall and 40 percentage points below in writing
- Impoverished students meet the standards in reading at a rate 12 percentage points below that of students overall and 8 percentage points below in writing
- SPED students meet the standards in reading at a rate 42 percentage points below that of students overall and 35 percentage points below in writing

Student Achievement as Measured by NAEP. NAEP scores at grade 4 and 8 are also included in Attachment F. In 2009, the most current test results, 33% of students at grade 4 scored in the proficient or advanced categories in reading. SPED students at grade 4 scored 23 percentage points below the statewide average. Impoverished students at grade 4 scored 12 percentage points below the statewide average. At grade 8, 35% of students scored in the proficient or advanced categories in reading. SPED

students at grade 8 scored 29 percentage points below the statewide average. Impoverished students at grade 8 scored 16 percentage points below the statewide average.

Student Achievement as Measured by ACT. One hundred percent of Wyoming 11th graders completed the ACT with an average score of 19. A score of 18 on the English composition section of the test indicates a 50% chance of obtaining B or higher, or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. Additional information on ACT in Wyoming is included on Attachment F.

Using Data to Improve State Literacy (Absolute Priority 2)

The Wyoming Assessment Resource Tool. The Wyoming Department of Education is committed to providing up-to-date and useful data to influence student achievement. Through the current development of an Assessment Resource Tool ("ART") Wyoming LEAs are able to set standards for school and student performance as measured against other LEAs statewide. The primary goal of ART is to support Wyoming LEAs in making data-driven decisions that ultimately affect student learning. Through ART, LEAs can analyze data in all areas of assessment including one of the most critical areas: reading. LEAs are able to view graphs, compare longitudinal educational data, export, and drill educational data tables, and extend data analysis by combining measures and dimensions to create customized analytical reports.

In addition, ART also provides student-level assessment performance and behavior data in a user-friendly manner. It is the Wyoming Department of Education's hope that it can provide LEAs with a single solution for assessment reporting needs. The end user has the ability to customize the data collected at a state level so he or she may take advantage of LEA data to increase student performance in the areas most critical to education.

A(iii) State Technical Assistance Plan.

State Support to LEAs and Early Childhood Education Providers in Designing a Striving Readers Subgrant Application. State assistance to LEAs and Early Childhood Education Providers (ECEPs) will begin *immediately* upon notification from USDOE that Wyoming's SR grant has been funded. The funding notice and approved Wyoming application will be posted on the Wyoming Striving

Readers (SR) Webpage and a press release will be issued. A front page announcement on the WDE website introducing the SR web page will be activated on September 1, 2011. All communications will provide LEAs and ECEPs with various ways to obtain technical assistance including the SR webpage, a new WDE email box: strivingreaders@educ.state.wy.us, as well as the telephone numbers of the WDE SR staff at WDE.

In September of 2011, WDE will notify eligible LEAs and ECEPs of the subgrant opportunity and eligibility criteria. As a part of this notification, LEAs and ECEPs will be invited to attend one of two subgrant design workshops - one of the east side of the state and one on the west side of the state - where they will receive information about the SR subgrants and how these grants will support increased literacy B-12 . Subgrant applications and timelines will be shared at this time as well as other pertinent information.

In November 2011, potential applicants will attend a Striving Readers subgrant-writing workshop. Through these workshops, eligible LEAs will receive considerable assistance with all aspects of writing their application, interpreting Striving Readers requirements, and meeting required grant activities. Assistance with developing a subgrant budget will also be provided to ensure LEAs and ECEPs plan for and can ensure that SR funds are expended on allowable costs and within federal timelines. LEAs and ECEPs will receive professional development and technical assistance on developing partnerships to meet grant requirements on developing a comprehensive literacy programs B-12, and in targeting and successfully addressing the literacy needs of disadvantaged children and students. Potential subgrantees will also be provided with detailed information on the subgrant review and selection processes, and developing their year annual budgets.

The SR Project Team will assess the on-going needs of the eligible LEAs and ECEPs and be available to help complete applications throughout the subgrant process. They will provide individual technical assistance to LEAs and ECEPs on specific concerns and prepare and schedule additional workshops to address group needs if needed. SR team members will be available throughout the subgrant process to

provide guidance, interpretation of SR requirements, and any other function necessary to help LEAs and ECEPs produce high-quality subgrant projects and applications.

Support Prior to the Award. Because of the complexity and scope of the subgrant applications, the state will also provide additional assistance in a two-day conference in November/December 2011. This conference will be open to other LEAs and ECEPS statewide on a space available basis. Each conference strand will be presented twice with each presentation scheduled for a full day. ECEP, schools, and LEAs will be encouraged to send teams to the conference to ensure that at least one team member is able to attend all 10 strands. These strands are:

1. Use of data to identify and fill gaps in LEA and ECE literacy programs
2. Alignment of literacy instruction with state literacy and Common Core standards in K-12 and early childhood readiness measures birth-through age 5
3. Effective inclusionary literacy instruction for English learners
4. Instruction with poverty in mind
5. Effective inclusionary literacy instruction for special education students
6. Alignment of policies and practices for a B-12 literacy continuum
7. Effective, evidence-based literacy instruction
8. PLC work around reading
9. Leadership training around literacy instruction
10. School improvement planning around literacy growth
11. Fostering LEA/ECEP partnerships

WDE Support Throughout the Life of the Subgrants. Under the direction of the WDE SR project director, an operations manager and four SR regional coordinators will be assigned to this project. This team will have significant responsibility for ensuring that SR schools and ECEPs receive ongoing professional development, technical assistance, and a clear communication path to project and WDE leadership as they implement the components of an effective literacy program from birth to grade 12 (B-12). This SR staff will be funded through a combination of state and federal funds, not SR funds. At the

conclusion of the SR grant, these positions will be maintained to build on and expand statewide effective comprehensive literacy programs B-12.

WDE SR regional coordinators, reporting directly to the SR project director, will provide on-site support to the subgrant sites during the five-year grant period. The SR regional coordinators will be selected based on their leadership abilities and experience, strong communications skills, high professional development skills, demonstrated expertise in literacy B-12 and successful experience in effectively meeting the needs disadvantaged students. They will provide strong linkages to the subgrant sites in implementing effective literacy instruction. The LEA superintendents, ECEP directors, school principals, curriculum directors, and data and literacy coaches at each subgrant site will work directly with the WDE Regional Coordinators in implementing an effective literacy program B-12.

One of the first tasks of the regional coordinators will be to help the subgrant sites assess student performance data on key instructional components of effective literacy instruction. The regional coordinators will work with the subgrant project director and school principals and ECEP directors to assemble subgrant data collection teams and to schedule and provide data analysis training and interpretation. Together with principals and ECEP directors, the regional coordinators will ascertain that the site-based staff is properly trained in data collection and usage and in setting up the formats and procedures the sites will use for data interpretation, reports, and analysis.

The SR regional coordinators will also be responsible for assisting school and ECEP leadership, mentors, and coaches in the training of staff on effective literacy instruction and fidelity of in the implementing that instruction. The regional coordinators will work closely with principals and school-based mentors and coaches to make sure that the school and ECEP staff have the professional development and coaching necessary to ensure an effective literacy program is implemented at each school and ECEP site.

The WDE SR operations manager will lead the project monitoring component to ensure the grant activities are on track, on budget, and on timeline. The operations manager will also review and recommend approval or disapproval of funding requests to ensure equity among grant sites.

The WDE SR project director will supervise and work closely with the regional coordinators to ensure the projects are progressing as planned. The project director will meet quarterly via technology or on-site with the LEA, school, and ECEP leaders from each grant site to provide overall program oversight. The project director, sponsor, or executive sponsor will annually meet on-site with project staff. The WDE SR project director will approve or disapprove project or timeline modifications.

Support to Subgrant Recipients - Annual meetings of All Recipients. The state will host annual meetings for all sub-recipients at which time all sub-recipients will discuss progress and pitfalls, and more importantly, successful programs, practices, and strategies. At the time of the annual meeting, and at other times as needed and practicable, the WDE will provide expert literacy presenters and targeted professional development as requested by subgrant sites to assist them in implementing a high quality literacy program B-12.

A(iv) How the State Will Evaluate Achievement Progress in Literacy

State Program Review and Monitoring. Each subgrant will be required to submit annual reports to the WDE addressing the SR programs, effective literacy instruction and requirements (as described in Section B). The annual reports will be evaluated by the SR project director, operations manager, and members of the SR project team for sufficiency. Corrective action, if any, will emerge from this review.

On-site monitoring will be conducted biennially with half of the sites completing a desk monitoring in years one and three, and half the sites receiving on-site monitoring in years one and three. The schedule will be reversed for years two and four so that every site receives two desk monitoring and two on-site monitoring visits during the first four years of the grant period. All sites will be desk monitored in year five except that any site required to take corrective action in year four will be monitored on-site during year five. Monitoring will be led by the operations manager under the direction of the WDE SR Project Director. Regional coordinators not assigned to the subgrant project will also participate in each on-site monitoring.

A(iv)(1) External Evaluator. The WDE will issue a request for proposal (RFP) for an independent external evaluator with prior experience conducting statewide evaluations. Required qualifications will

include experience with B-12 literacy evaluations and the literacy research base defined in this application and the WSCLP. The selected evaluator will be responsible for developing, subject to approval by the WDE, a comprehensive plan for formative and summative evaluations measuring the effectiveness of SR initiatives and activities occurring at the ECEP, school, LEA, and state levels. The evaluator will also be responsible for establishing baseline data in SR schools and early childhood settings prior to implementation and at each year of SR implementation. The evaluator's role in the SR program will be limited solely to conducting the evaluation.

A(iv)(2) Evaluation Methodology. All primary components of effective literacy instruction, as defined in this application, will be evaluated on the progress being made by disadvantaged students, ECEPs, classrooms, schools, LEA, and the state in the number and percentage of children and students improving their literacy skills. WDE proposes to use a mixed method evaluation strategy employing both quantitative and qualitative data collection and analysis. The multiplicity of data collection methods and reporting procedures will provide both measures of the effectiveness of the actions taken by both the state and the subgrant sites, but will also provide plausible explanations for those outcomes. The evaluation will additionally focus on ways to improve the effectiveness of the ECEPs, schools and LEAs in each subgrant project and how to extend the implementation of effective practices and strategies to other ECEPs and schools across the state.

A variety of methodological procedures will be used that reflect the goals of the evaluation which are two-fold: 1) formative evaluation that provides information to be used for improving programs, practices and strategies employed as part of the subgrant literacy program, and 2) summative evaluations that provide information that will be used to gauge the results of the program and the effectiveness of the literacy components.

The evaluation of state level activities will have two primary objectives:

1) The fidelity of implementation of state level grant activities as proposed in this application
2) The efficacy and impact of state level support, professional development, and technical assistance on teacher knowledge and growth in effective B-12 literacy instruction

The evaluation of the subgrant activities will have five primary objectives:

1) The fidelity of implementation of the programs, practices, and strategies proposed in the approved subgrant application
2) The growth in teacher knowledge, skills and efficacy in B-12 literacy instruction
3) Child and student improvement in literacy outcomes as measured by the data sources shown in the table below, or other valid and reliable measures proposed in the subgrant applications and approved by the WDE
4) The degree to which the programs, practices and strategies have impacted disadvantaged students
5) The degree to which those programs, practices and strategies which have resulted in increased learning in literacy may be replicable statewide

Measures to be used in the Wyoming Striving Readers Project. The chart below shows the measures and purposes for which the course of action may be used by subgrant sites. Subgrant sites may propose alternate measures but suggestions must have strong evidence of validity and reliability in order to be considered. WDE will have final approval on the acceptability of alternate assessments proposed in project applications. Subgrant sites must agree prior to funding on which B-5 tool(s), assessment tool(s), K-3 assessment tool(s), 4-6 assessment tool(s) and 7-12 assessment tool(s) that the site will employ at each of these grade spans to measure child and student growth in literacy.

Measures of Effective Literacy Instruction	Screening					Diagnostic					Progress Monitoring					Summative				
Grade	B-K	1-3	4-5	6-8	9-12	B-K	1-3	4-5	6-8	9-12	B-K	1-3	4-5	6-8	9-12	B-K	1-3	4-5	6-8	9-12
Listening																				
• Informal Listening Comprehension	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Brigance	X	X																		
Speaking																				
• State Performance Rubric	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Measures of Effective Literacy Instruction	Screening					Diagnostic					Progress Monitoring					Summative				
Grade	B-K	1-3	4-5	6-8	9-12	B-K	1-3	4-5	6-8	9-12	B-K	1-3	4-5	6-8	9-12	B-K	1-3	4-5	6-8	9-12
Writing																				
• PAWS																	X	X	X	X
• Constructed Responses that are teacher-generated and rubric scored with PLCs and with calibration	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Phonological Awareness																				
• DIBELS	X	X	X								X	X	X							
• Comprehensive Test of Phonological Processing	X	X				X	X				X	X				X	X			
• Running Records	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• ERDA	X	X				X	X				X	X				X	X			
Decoding																				
• SRI				X	X				X	X				X	X				X X	
• DIBELS	X	X	X								X	X	X			X	X	X		
• MAP	X	X	X	X	X	X	X	X	X	X										
• AIMSWEB	X	X	X								X	X	X			X	X	X		
• Informal Reading Inventory	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Running Records	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• ERDA	X	X	X			X	X	X				X	X	X		X	X	X		
Fluency																				
• AIMSWEB		X	X	X	X							X	X	X	X	X	X	X	X	X
• DIBELS		X	X	X	X							X	X	X	X	X	X	X	X	X
• Informal Reading Inventory	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Running Records	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Vocabulary																				
• Stanford Achievement Test	X	X	X			X	X	X								X	X	X		
• ERDA	X	X				X	X					X	X			X	X			

Measures of Effective Literacy Instruction	Screening					Diagnostic					Progress Monitoring					Summative				
Grade	B-K	1-3	4-5	6-8	9-12	B-K	1-3	4-5	6-8	9-12	B-K	1-3	4-5	6-8	9-12	B-K	1-3	4-5	6-8	9-12
Comprehension																				
• Woodcock – Johnson	X	X				X	X					X	X			X	X			
• PAWS																	X	X	X	X
• DIBELS	X	X	X			X	X	X				X	X	X			X	X	X	
• Informal Reading Inventory	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Running Records	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• ERDA	X	X				X	X					X	X				X	X		
• ACT																				X
Content Area Literacy																				
• Constructed Responses that are teacher-generated from classroom text	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
• Informal Reading Inventory	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

A(iv)(3)Continuous Improvement of the State Literacy Plan. The WCSLP is a living document with a strong continuous improvement cycle built into its implementation plan. Work on expanding the WCSLP with increased specificity will continue over the course of the next four years based on statewide and local assessment data, emerging research on the components of effective B-12 reading literacy instruction, and as a result of being awarded a state grant under this competition.

In August of 2011, the State Literacy Team, the Internal Design Team and State Advisor, Craig Dougherty will be reassembled under the leadership of State Superintendent Cindy Hill to examine and update the WCSLP based on the results of the statewide assessments in reading and writing, student level DIBELS data, MAPS testing results, IF-K results, (in the aggregate and in the disaggregate) and 2010 ACT testing results. Additional meetings have been scheduled for each January and August through 2014.

In August, the team will review the array of reading and writing achievement data, evaluate the results of the annual literacy needs assessment and update the WCSLP accordingly. The team will also

analyze findings from the program evaluation and determine an implementation plan to ensure continuous improvement of the WCSLP.

In January, 2012 the State Literacy Team will examine emerging research on literacy, especially as it impacts disadvantaged youth, the results and implications of pilot studies (such as those currently underway studying effective education and professional development for teachers of deaf-blind students), collaborate with the Early Childhood Council, and, in the area of ELL, hear and act on results from the World Class Instructional Design and Assessment Consortium. This January through August schedule will repeat annually.

A(v) Dissemination of Information

Dissemination of Information on Project Outcomes. SR project outcome information, including annual evaluations and aggregated student assessment data, will be provided in a variety of formats tailored to the needs of various audiences and stakeholder groups including families, educators, researchers, other experts, and early childhood education providers. Annual reports will be made to the Superintendent of Public Education, State Board, legislature, and governor.

A page on the WDE website has been established for the Striving Readers program communications and materials at http://edu.wyoming.gov/Programs/grants/Striving_Readers.aspx. The state SR project director will work with WDE communications and assessment staff at both the subgrant sites and WDE to present information on project outcomes in a variety of formats designed to most closely match the needs of the data users. For example, subject to FERPA and other regulations regarding privacy and student information, researchers desirous of using interim and outcome data from the subgrant projects will be able to access this information directly from this site.

For parents and others who would be more likely to want to see information provided at the ECEP or school level, by grade level or by subgroup, displays will be created showing literacy achievement over the life of the SRCL grant. WDE will post on its SR webpage each of the subgrantees' evaluation of its curricular and instructional alignment to state standards and the steps that the subgrantee will take in

response to that evaluation to ensure that alignment issues have been ameliorated. The webpage will also contain instructions explaining how to request additional information.

Subgrantees and state level SR staff will present project progress reports on increasing teacher knowledge and skills in effective literacy instruction and on student literacy achievement at regional and state conferences.

SECTION B: QUALITY OF THE STATE SUBGRANT COMPETITION

B (i) Subgrant Competition

Notification to Eligible Subgrant Applicants. All LEAs in the state of Wyoming and other nonprofit providers of early childhood education will be notified of their eligibility to compete for a Comprehensive Literacy Striving Reader Partnership subgrant. Notification will be made by U.S. mail, email and via the WDE Striving Readers web page immediately upon the WDE receiving notification of the acceptance of its Striving Readers application by the USDOE. Subgrant application packages, including timelines and the subgrant design workshop dates, will be posted on the WDE homepage and SR webpage.

Subgrant Eligibility Criteria. All LEAs in the state of Wyoming and other nonprofit providers of early childhood education who can demonstrate a record of effectiveness in improving early literacy development are eligible partners in a Comprehensive Literacy Striving Reader Partnership project proposal. A Wyoming LEA must serve as fiscal agent for partnership projects.

Funding Distribution. Subgrant applicants will be required to design a B-12 Comprehensive Literacy Striving Reader Partnership project. Subgrant budgets will be required to distribute funding based on student population in school year 2010/11 as follows: a) at least 15% to serve children from birth through age 5, b) at least 40% to serve students in kindergarten through grade five, and c) at least 40% to serve students in grades six through twelve (with an equitable distribution between middle and

high schools). The subgrant qualification process described below will ensure compliance with the required funding distribution.

Sufficient Allocation of Resources. LEAs in Wyoming vary widely in student population and funds will be allocated to reflect these differences with funding being based on the size of the school, staff, and the number of students in Birth to age 5, kindergarten to grade 5, grade 6 to 8 and grade 9-12. It is anticipated that the minimum subgrant award will be $760,000 (projects of under 750 B-12 students, at least 10% of whom must be children B-5 enrolled in eligible partner ECEPs) and the maximum $1,900,000 (larger projects over 750 B-12 students, at least 10% of whom must be children B-5 enrolled in eligible partner ECEPs). Subgrant allocations will be determined through a formula (described below) based on the number of students and the number of teachers included in the Partnership proposal.

Allocation of Resources by Year

Year 1: Each SR subgrant project will be allocated $87,075 (salary, fringe, and associated supplies and services budget) to contract for one literacy coach (selection to be approved by WDE) for every 20 teachers at a rate of $87,075 for salary, fringe and supplies. An allocation of $50.00 per student will be reserved for the selection and purchase of instruction and assessment materials and $33 per student for the purchase of technology-based software. Each literacy coach and teacher will receive five (5) days of WDE provided professional development and five (5) days of project-based professional development. The professional development will be funded at $85 per day plus travel expenses of $50 per day for WDE travel or $20 for project-based travel per teacher. The up-front, one-time costs that each school/agency will incur in the purchase instruction and assessment materials to carry out their comprehensive literacy plan, and participate in the long-distance travel associated with initial professional development for Striving Readers will require a substantial initial investment for the first year of implementation. In addition, release time and travel costs will be allocated using the formula above for participation in the annual, mandatory statewide Comprehensive Literacy Striving Reader Partnership grant recipient networking and project sharing meeting. Each Partnership project will identify a leadership team to participate in this meeting. This team will serve throughout the life of the project. Each participating

school will also be required to send two leadership team members to the annual USDE technical assistance meeting in Washington DC. This mandatory commitment will be funded at $85 per day for substitute costs, $900 for airfare, $286 per day per diem in DC and $123 per diem for travel for each participant. Each subgrant project will also be allocated $10,000 in year one for the development and first year required annual project evaluation. Using a median size LEA as an estimate (675 students K-12, 75 students birth to 5 - 60 teachers overall), the first year of funding would be $493,384 (including indirect).

Year 2: Sub-recipients will receive declining funding the second year. Each SR subgrant project will be allocated $87,075 (salary, fringe, and associated supplies and services budget) to contract for one literacy coach (selection to be approved by WDE) for every 30 teachers at a rate of $87,075 for salary, fringe and supplies. The funding formula will provide up to $50 per student in each school for classroom reading materials and replacement of consumables. Each teacher will receive two (2) days of WDE provided professional development and three (3) days of project-based professional development (using the formula above). The release time and travel costs for the for participation in the annual, mandatory statewide Comprehensive Literacy Striving Reader Partnership grant recipient networking and project sharing meeting and the annual USDE technical assistance meeting in Washington DC will remain the same as Year 1. Each subgrant project will also be allocated $5,000 for the required annual project evaluation. Using a median size LEA as an estimate, the second year of funding would be $303,139 (including indirect). This is a 38.5% reduction in funds from Year 1.

For Each Year 3 through 5: Each SR subgrant project will be allocated $87,075 (salary, fringe, and associated supplies and services budget) to contract for one literacy coach (selection to be approved by WDE). The funding formula will provide up to $25 per student in each school for classroom reading materials and replacement of consumables and each teacher will receive 3 days of project-based professional development. Annual substitute and travel costs for state and federal meetings will remain the same as in Years 1 and 2. For Years 3 and 4, each subgrant project will also be allocated $5,000 for the required annual project evaluation. For Year 5, each subgrant will be allocated $5,000 for the annual evaluation and an additional $5,000 for the final project evaluation. Using a median size LEA as an

estimate, the funding for each year 3 through 5 would be $156,714 (including indirect). This is a 68% reduction in funds from Year 1 to Year 3.

This model will enable schools to fully implement programs, continue to improve reading instruction, increase the volume of literature in classrooms and libraries, and participate in statewide capacity building activities. Sub-recipients will continue to receive funding in Years 3 through 5 if they have shown strong reading gains, significantly increased student achievement, and successfully implemented a comprehensive high-quality literacy program. The WDE will make such distinctions and these LEAs will not need to reapply for sustainability funds.

Each school within each project will be expected to make progress toward established goals and fulfill their funded application commitments and requirements. Schools and/or projects that are not meeting the WDE expectations may be excluded from further funding at any point in the five-year project. Annual reporting of assessment data, student progress, and program progress will be used to make annual continuation decisions. Any unallocated funds will be used to supplement existing subgrant projects or provide for a second round of project applications.

Subgrant Process. The timeline for the subgrant application and award process is:

Eligible LEAs and ECEPs notified and invited to apply	September 2011
Letters of intent to apply for SR funds due	October 1, 2011
Subgrant Design Workshop	November 2011
Optional/Extra Subgrant Workshop	December 2011
Subgrant Applications due to WDE	February 2012
Subgrant Review Team Training	February 2012
Subgrant Application Review	February/March 2012
Striving Reader Subgrant Projects Notified	March 2012
Initial Payment disbursed to LEA	April 1, 2012

Criteria by Which Applications will be Reviewed and Judged

Subgrant Review Panels. WDE will identify and convene a subgrant review panel with deep expertise in effective literacy instruction and familiarity with Wyoming's Comprehensive State Literacy Plan. Training on the subgrant application, scoring rubric and scoring procedures will take place prior to the review and selection process. The SR Project Director will conduct this training. The subgrant review team training is the vehicle by which inter-rater reliability will be addressed. The review panel will

evaluate and score each application. Each subgrant application will be reviewed by two reviewers using a subgrant scoring rubric. At the conclusion of the independent review, reviewers will meet to discuss and make final scoring recommendations about each subgrant application. If a discrepancy exists in the scoring of an application, a third reviewer will score the application. The WDE will review the scoring to ensure that the teams were calibrated in their scoring and that the recommended projects comply with all grant requirements. WDE reserves the right to require application revisions as a condition of funding.

B(i)(a) Early Childhood Provider's Capacity to Implement their Proposal. WDE will use the School Readiness Tool, developed by the Northwest Regional Educational Laboratory to help early childhood providers determine their capacity and readiness to participate in a SR subgrant partnership proposal. The School Readiness Tool surveys the principal and all teachers (general, special education, ELL) on criteria including explicit instruction, progress monitoring, and use of data to inform instruction, coaching, and leadership. All early learning potential partners will administer the Readiness Tool and submit the results as part of the subgrant application. In addition, early childhood partners must submit a record of effectiveness in improving early literacy development as part of the subgrant application. These two components will be scored in the subgrant review process.

LEA capacity to implement proposal. WDE will consider results from any of the assessment tools described in the evaluation section to demonstrate the capacity and readiness of one or more schools within an LEA to participate in a SR subgrant partnership proposal. Subgrant sites may propose alternate measures but those measures must have strong evidence of validity and reliability in order to be considered. WDE will have final approval on the acceptability of proposed alternates.

B(i)(b) Ensuring Applicants Propose High-Quality Comprehensive Literacy Programs. The State Literacy Team worked over the last year to develop the Wyoming Department of Education State Literacy Plan. They began with an in-depth statewide needs assessment. Assessment data were analyzed, gaps were identified, and the team reviewed the most recent literacy research. This work resulted in the identification of three overarching (see Attachment A):

1. Prevent the literacy achievement gap from starting
2. Close the literacy achievement gap where it exists
3. Challenge all students to proficient and advanced in literacy.

These goals are the basis of the State Literacy Plan and they will be used in the review of the subgrant proposals. WDE will select and fund only the most promising, high-quality subgrant projects designed to advance literacy skills of all students from B-12, and particularly the literacy skills of disadvantaged/at-risk students.

All funded subgrants proposals will directly address the elements of an effective B-12 literacy program. Specifically subgrant applications must describe how the proposed project will result in:

- Development of a comprehensive and coherent literacy program that serves children from B-12 including the following:
    - language and text rich classroom, school, and early learning program environments that engage and motivate children in speaking, listening, reading and writing
    - interventions and enrichment strategies to address the needs of students who have mastered material and students who are struggling with the material
    - an assessment system aligned with state standards and assessments including valid and reliable screening measures, reliable diagnostic and progress monitoring tools, and appropriate accommodations
    - evaluation, progress monitoring, and reporting of program implementation and outcomes, student achievement, and professional development effectiveness
- A plan to serve high-risk children and youths (including limited-English proficient students and students with disabilities) with effective literacy instruction
- A financial plan to align the use of state, local and federal funds received by each partner to improve literacy instruction
- A record of effectiveness from each participating school in improving literacy development

- Commitment of all teachers in all participating schools to participate in WDE coordinated professional development in literacy
- Commitment of all teachers in all participating schools to participate in project coordinated professional development necessary to implement the partnership project
- Commitment of all teachers in all participating schools to participate in professional development specifically targeted to meet the literacy needs of disadvantaged students
- Alignment and use of curriculum and instruction materials aligned with state and common core standards in reading and writing
- Systematic use of the assessment data to inform instruction, interventions, professional development and program improvement
- Annual reporting of assessment data, student progress and program progress to the WDE
- Commitment to send a partnership project leadership team to an annual statewide Striving Readers grant recipient networking and project sharing meeting
- Commitment to send two individuals from each school included in the partnership project to a two-day meeting in Washington DC each year of the project period

B(i)(c) A Coherent Strategy to Improve Literacy Including Other Federal Programs. Applicants will be required to prepare a financial plan identifying the amount of federal funds received by each participant in the partnership application (including Title I, Title IIA, Title III, IDEA, Head Start, Perkins and competitive grants) as well as state and local funds in FY 2010/11. Applicants will identify the amount and percentage of each of these funding sources dedicated to supporting the elements of an effective literacy program as described above. The subgrant application must demonstrate how the Striving Readers funds will be leveraged in conjunction with other federal and state funds to improve reading instruction for all students.

WDE Priorities for Application Selection

Serving High Poverty Schools or Populations. The WDE plan for the SR subgrants will balance the desire to fund projects with the greatest probability of designing and implementing a B-12 Comprehensive Literacy Striving Reader Partnership project while at the same time prioritizing serving the needs of high poverty and disadvantaged student populations. WDE is interested in funding partnership projects that intentionally bring together a mix of high performing schools reflecting a variety of socioeconomic conditions and disadvantaged students. Therefore, the subgrant applications will strategically target schools with records of success in providing high quality literacy programs as evidenced by student achievement in reading readiness and reading performance. All schools and ECEPs included in partnership projects will be required to demonstrate a record of effectiveness in improving literacy development as part of the subgrant application.

B(ii) WDE Subgrant Absolute Priorities - Disadvantaged Children and Students. In order to ensure this project results in serving the highest need populations, specifically targeting the needs of the most disadvantaged populations within the state of Wyoming, WDE has identified those populations for the SR program. They are economically disadvantaged as measured by the percentage of students who qualify for free or reduced price lunch; are English Language Learners (ELL); are served by Special Education (SPED); are Native American; and are Hispanic students. To ensure these priorities are met, WDE will, as an absolute priority, require that each subgrant project meet one or more of the following criteria:

1) 50% of the schools included in the partnership proposal must surpass the state average percentage of students in 2009/10 who qualified for free or reduced lunch count as determined by section 1124(c) of EWDE
2) 50% of the schools included in the partnership proposal must surpass the state average percentage of students in 2009/10 who were English language learners
3) 50% of the schools included in the partnership proposal must surpass the state average percentage of students in 2009/10 who received special education services

4) 50% of the schools included in the partnership proposal must surpass the state average percentage of students in 2009/10 who were Native American or part Native American

5) 50% of the schools included in the partnership proposal must surpass the state average percentage of students in 2009/10 who were Hispanic or part Hispanic

WDE Competitive Priority - Schools in Improvement Status. Projects including schools identified for school improvement under Title I, Part A may earn additional points as part of a competitive priority. Once the absolute priority for school inclusion has been met (above), the subgrant review panel will award 2 bonus points for each school in the SR subgrant project identified by WDE as in School Improvement status for the 2010-11. By providing a bonus to include high-poverty struggling schools, the WDE is aligning this competitive funding source with the highest need schools in the state while also encouraging collaborative efforts within a partnership project. The outcome will be the design, sharing, and implementation of effective literacy practices across the continuum of schools in Wyoming.

Tracking the Progress of Disadvantages/At-Risk Students. Projects will be required to identify disadvantaged students in each ECEP and school and to report on the academic growth of these each disadvantaged student as measured by one of the valid and reliable measures listed in the evaluation section or using other WDE pre-approved valid and reliable progress measure. For students in grades 3-8 and 11, projects will also report the scores of disadvantaged students on the reading and writing section of PAWS. For reporting purposes, the progress of each disadvantaged/at-risk student shall be reported separately to WDE, and additionally aggregated into a one of the five disadvantaged/at-risk groups listed above in order to facilitate the evaluation of both individual progress and the success of the project to reduce the achievement gap of at-risk students in comparison to all students.

B(iii) Priority Given to ECEPS and LEAs with Strongest Evidence of Success. All early learning potential partners must submit a record of effectiveness in improving early literacy development as part of the subgrant application. As described above, the record of effectiveness and the results of the School Readiness Tool will be scored in the subgrant review process.

In addition, all public school kindergarten teachers in the State of Wyoming (including all TANF preschools) are asked to complete the Instructional Foundations for Kindergarten (IF-K) on each of their kindergarten students in fall 2010. The IF-K is a 25-item survey designed to be completed on each kindergarten student. Sixteen of the items pertain to the types of childcare (e.g., Head Start, public) the student received prior to kindergarten, the type of screenings (e.g., vision, hearing) a student had, and the information (e.g., professional judgment, curriculum assessment), a teacher used to make the IF-K ratings. Nine of the items measure the nine Foundation Areas – one of the nine areas is literacy. For each area, teachers indicate which of the five descriptors is **most representative** of that student's skill level. A score of 1 indicates the lowest level skill for that Foundation Area and a score of 5 indicates the highest level skill for that Foundation Area.

The IF-K is an online data collection and reporting process. All data on students is collected online at: www.ddesurvey.com/IFK . The IF-K is completed between October and November of 2010. In the fall of 2010, 428 kindergarten teachers in 181 schools across 48 LEAs participated in the survey. This represents full participation from every LEA in Wyoming. A total of 7,176 kindergarten students were rated in fall 2010. The IF-K is a required assessment for preschools receiving TANF funding.

This survey will be required of all kindergarten children included in the Comprehensive Literacy Striving Reader Partnership applications. Using unique student identification numbers, students in early learning environments will be assessed when they enter kindergarten and the readiness score will be associated with the early learning provider. This data will be used in conjunction with the record of effectiveness and the results of the School Readiness Tool to determine an evidence of success rating. On a ten point scale, eligible early childhood providers must earn six points in order to be eligible partners.

All LEAs and project schools within an LEA must submit a record of effectiveness in improving literacy in the aggregate and particularly with disadvantaged/at-risk students as part of the subgrant application. WDE will consider results from any of the assessment tools described in the evaluation section to demonstrate the effectiveness of one or more schools within an LEA who participating in a SR subgrant partnership proposal. LEAs may propose alternate measures of effectiveness for consideration,

but those measures must have strong evidence of validity and reliability in order to be considered. WDE will have final approval on the acceptability of proposed alternates.

B(iv)Ensuring Curriculum and Materials are Aligned with State Standards. At the subgrant proposal workshops and in communications with potential subgrant applicants, WDE SR staff will encourage applicants to access resources and inquire about curriculum through the Common Core Coalition, which is composed of individuals who have demonstrated knowledge of research in the content areas. Coalition members provide consultative advice to the Wyoming Superintendent of Public Instruction on issues specific to implementation of content and performance standards. In addition, they provide services to the LEAs regarding state and federal initiatives, information about research relevant to specific content areas, and objective evaluations of instructional materials.

WDE will require that funded subgrant applications use curriculum and instruction materials aligned with state and Common Core standards in reading, writing, listening and speaking. To this end, subgrantees will be required to describe in their SR subgrant application the process they will employ to review and judge the evidence base and alignment with state standards for the curricula and materials they propose to use in implementing their subgrants.

Additionally the LEA superintendent will be required to complete an assurances statement that the instructional materials review process will be carried out as described in the subgrant application using the criteria proposed or agreed to in writing by the SR project director.

The evaluation process and results from each project will be posted on the SR webpage.

SECTION C: PROJECT MANAGEMENT

C(i) Project Management Responsibilities and Timelines

Project Objectives	Timeline	Milestones and Dates	Who is Responsible
USDOE Awards SRCL Grant to States	August 2011	NA	USDOE
Assemble WDE grant administration Team	August 2011	NA	Sheryl Lain WDE Instructional Leader
Notification to LEAs and Early Childhood Education Providers	September 2011	September 2011 - Notification to eligible	WDE Public Information Officer

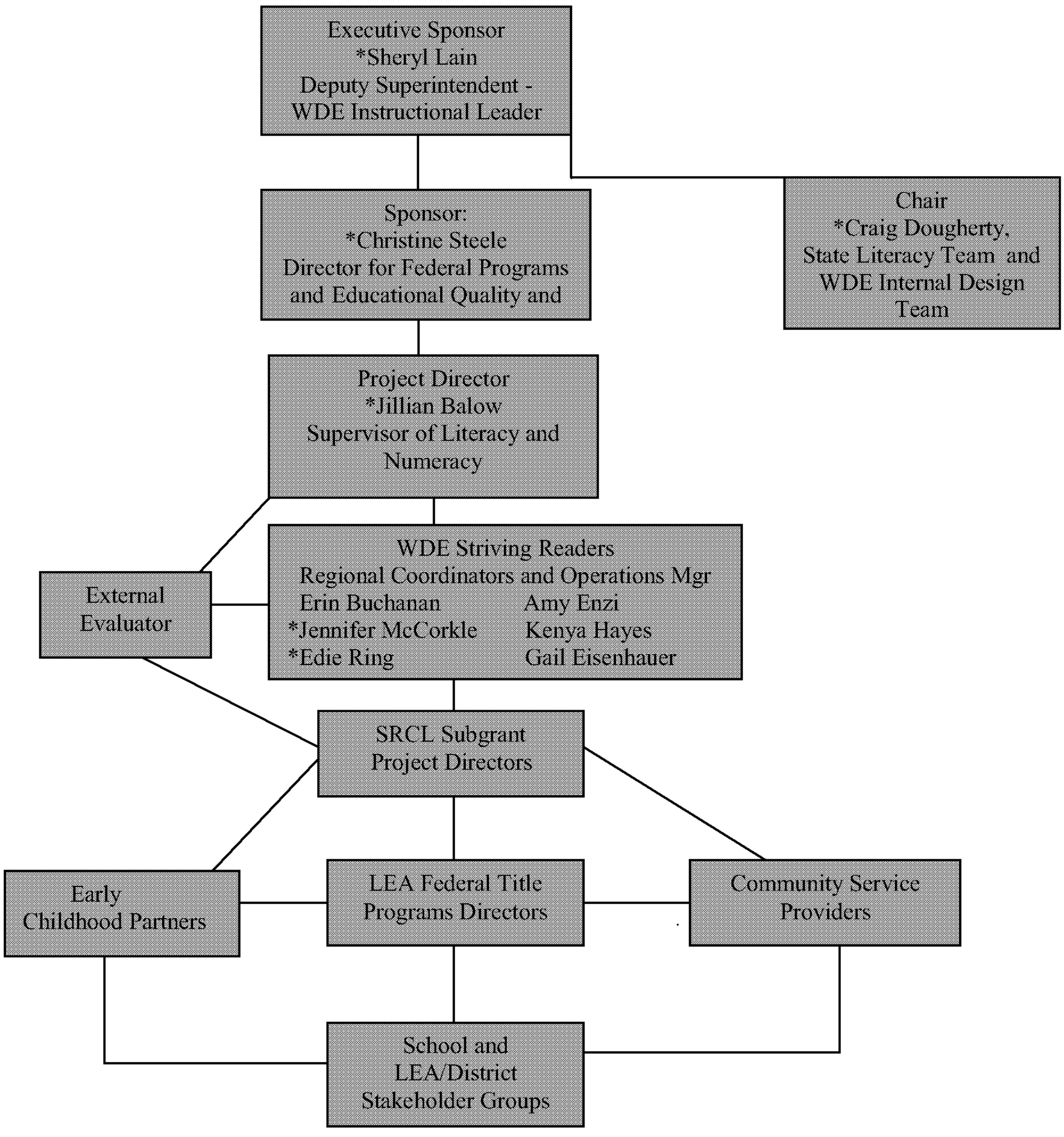
(eligible applicants) of grant opportunity and subgrant eligibility requirements including Notice of Intent to Apply		applicants of SRCL webpage on the DOE Website Sept. 2011 Meet with Early Childhood Advisory Council Sept 2011 Numbered Memorandum to all LEA superintendents, school principals, SPED Directors, Title I, Title III Directors, Curriculum Directors	Jillian Balow SRCL Project Director
Complete Subgrant Application Packet for distribution to LEAs	September 2011	Sept 2011 -Appropriate Sign-offs Approval by State Superintendent Sept 2011 - Post packets on SCRL website, email notification to LEAs and Early Childhood Advisory Council for Distribution	Jillian Balow SRCL Project Director
Widely disseminate SRCL subgrant application packet via SRCL web page, via group email lists	September 2011	August and September 2011	SRCL Team Christine Steele, Director of Federal Programs
Technical assistance to eligible LEAs via email, phone, FAQs on SCRL web site	October - December 2011	Establish SRCL email for technical assistance August - Train SCRL staff on federal application and subgrant Update SRCL website FAQs	Jillian Balow SRCL Project Director Jillian Balow SRCL Project Director SRCL Team
Letters of intent to apply for SRCL funds due	October 2011	Late August 2011, prepare and widely disseminate information on Letter of Intent to Apply	Jillan Balow SRCL Project Director
Subgrant Design Workshop	November 2011	October 2011 Prepare materials for Workshop Grant Applicants Technical Assistance Meeting Video-conference broadcast statewide	SRCL team Sheryl Lain Instructional Leader and Jillian Balow SRCL Project Director

		Update FAQs based on workshop questions	SRCL Team
Striving Readers Conference	December 2011	Contract with Conference Coordinator - August/Sept 2011 Secure venue and services - August/Sept 2011 Secure presenters August/Sept 2011- Publicize the event Sept/Oct 2011 Provide registration Sept/Oct 2011 Prepare materials and hand-outs Oct/Nov 2011 Evaluate the efficacy of the conference and the presenters in further effective literacy programs B-12 in Wyoming Nov/Jan 2011	Jillian Balow SR Project Director Conference Coordinator Conference Coordinator Conference Coordinator and WDE WDE Conference Coordinator/Presenters Conference Coordinator provides data, SR Project Team analyzes
Optional/Extra Subgrant Workshop	December 2011	November 2011 Grant Applicants Technical Assistance Meeting on opposite side of state from November workshop. Video-conference broadcast statewide	Sheryl Lain Instructional Leader Jillian Balow SRCL Project Director
Subgrant Applications due to WDE	February 2012	Applications received	SRCL Project Team
WDE Seeks Subgrant Reviewers	November 2012	Reviewers Selected	Sherly Lain Instructional Leader Chritine Steele Director of Federal Programs Jillian Balow SRCL Project Director
Subgrant Review Team Training	February 2012	December 2011 and January 2012 Design and test scoring documents and process	Jillian Balow SRCL Project Director SRCL project team
Subgrant Application Review	February/March	February/March 2011	Jillian Balow SRCL

and Scoring	2012	calibration verification checks	Project Director SRCL project team
Striving Reader funded and non-funded sub-recipient Projects Notified	March 2012	Obtain agency authorization to fund	Jillian Balow SRCL Project Director
Project Negotiation Meeting with subgrant project directors of funded projects	March 2012	Prepare agency recommendations	Jillian Balow SRCL Project Director WDE Fiscal Office
WDE SR Project Team member assigned to each approved project	March 2012 -	To serve during the four years of the grant project	Jillian Balow SR Project Director
Initial Payment disbursed to LEA	April 1, 2012	Requested by LEA/ECEP Approved by WDE SR Project Director	WDE Fiscal Office
Biannual Subgrant Meetings	October and April of each year of the grant project beginning October 2012	Determine Needs Beginning 4 months prior to meeting Arrange for Venue Beginning 4 months prior to meeting Secure Presenters, Beginning 6 months prior to meeting Create/duplicate materials Beginning 1 month prior to the meeting Conduct meeting Evaluate Complete within one month of meeting	Jillian Balow SR Project Director SR Project Team
Review of Annual Reports submitted by each subgrant	April 2013 April 2014 April 2015 April 2016	Review annual reports for sufficiency and progress toward project goals as described in the subgrant application	Christine Steele Jillian Balow SR Project Director SR Project Team
Subgrant on-site monitoring by WDE	Beginning April 2013	½ of all subgrant sites will be monitored each year	Christine Steele Project Sponsor Jillian Balow SR Project Director SR Project Team

C(ii) - Qualifications and Assignment of Key Personnel. Key personnel in Wyoming's Striving Readers Project have strong backgrounds in education and literacy. Key personnel are designated by asterisks in the Project Management Chart below. **Resumes describing the qualifications, relevant training and experience of key personnel are included as Attachment G.**

Wyoming SRCL Project Management Chart



C(iii) Diversity of Design and Implementation Team. Wyoming's Striving Reader Project grows directly from the WCLSP. This work was completed under the guidance of the State Literacy Team, made up of eighteen members from across the state with broad expertise in literacy implementation and leadership birth-grade 12. Another important consideration in the make-up of the State Literacy Team was to ensure representation of the diverse perspectives of Wyoming stakeholders. The State Literacy Team Roster on page 43 of Attachment A identifies the team members and indicates in more detail how they represent key areas of experience and expertise including:

State Literacy Team Member	Perspective	Role
Kendra West Anita Sullivan	Families	Uinta County School Board Member TANF Program Manager
Lynda Wyss	Teachers	Hot Springs County School District
Lynda Collins Betsy Schmick Samara Madrid	Early childhood education professionals	Early Learning Supervisor WDE Early and Head Start Trainer Assoc Professor - Early Childhood University of Wyoming
Michael Bond Roger Larsen Karma Sanders Pam Shea	Officials from state and local agencies	Exec. Dir. Curriculum & Instruction Natrona School District Title I Director Campbell County School District Principal Pre-K-5 Big Horn School District Superintendent, Teton County School District
Kendra West	Head Start Advisory Councils	Chair Early Childhood Advisory Council
Karen Delbridge	Professional organizations	English Language Arts
Patrick Manyak Leslie Rush	Institutions of high education	Assoc Prof Elementary and EC University of Wyoming Assoc Prof Secondary Education University of Wyoming
Vonda Wells	Community-based organizations	Wind River Reservation Kids First
Darcy Accord	Libraries	Young Adult Coordinator Campbell County Public Library

SECTION D: ADEQUACY OF RESOURCES

D(i) - Reasonableness of Costs. Wyoming has requested $8,000,000 to carry out its SR project. The award will be distributed over five years as shown below:

Subgrant Allocations by Year - 95%

Year 1			Year 2			Year 3, 4, 5		
$3,000,000			$2,000,000			$1,000,000 per year		
B-5	K-5	6-12	B-5	K-5	6-12	B-5	K-5	6-12
$450,000	$1,200,000	$1,200,000	$300,000	$800,000	$800,000	$150,000	$400,000	$400,000

SEA Allocation by Year - 5%		
Year 1	Year 2	Year 3, 4, 5
$150,000	$100,000	$50,000 per year

SEA Project Budget Because of the limitations on funding requests, the 5% state activities limitation results in a relatively small amount with which to carry out state level activities. Less indirect, this totals only $370,800 over the five years of the project. The state of Wyoming has committed to providing substantial support to the state level activities that will be provided under this grant. This support is shown in Section D(iii) below.

The table immediately below shows only those WDE Activities services that will be provided via the federal grant. Using these federal funds, the WDE will provide an array of services to eligible providers beginning immediately upon notification that Wyoming has been awarded an SR grant through the life of the grant. These services include two Subgrant workshops to familiarize eligible applicants with grant requirements and provide technical assistance in completing applications and on-line and telephone assistance. An annual meeting for all subrecipients will provide a venue for subgrantees to meet together to share effective practices and learn from expert literacy presenters in areas requested by the subgrant project directors. Wyoming's grant portal will provide detailed information about each subgrant site. The balance of the federal state activity funds will be used to partially fund regional literacy coordinators who will spend one day per week at each subgrant site to assist in areas such as data use, professional

development, state level coordination, and in annual evaluations. **Each of these services is described in more detail in Section A(iii) above.**

Federal Funds State Activities Budget 5%				
Project	**Year 1**	**Year 2**	**Year 3, 4, 5 (per year)**	**Total**
Web-based Grants Management Programming	$35,000	TBD	TBD	$35,000
Subgrant Workshop	$900	NA	NA	$900
WDE SR Conference	$49,000	$48,000	NA	$97,000
Optional Subgrant Meeting	$1,042	NA	NA	$1,042
Subgrant Review	$2,800	NA	NA	$2,800
Annual Subgrant Meeting	$10,500	$15,000	$15,900	$68,245
Weekly Grant Site Technical Assistance	$19,380	$19,380	$19,380	$96,900
USDE Required Travel	$6,180	$6,180	$6,180	$30,900
Annual Evaluation	$15,000	$5,000	$5,000	$40,000
Total Direct	$139,802	$93,560	$46,460	$372,787
Indirect (7.3%)	$10,206	$6,830	$3,392	$27,213
Total Budget	$150,008	$100,390	$19,852	$400,000

LEA (95%)									
	Year 1			**Year 2**			**Year 3, 4, 5**		
Allocation	$2,850,000			$1,900,000			$950,000 per year		
	B-5	K-5	6-12	B-5	K-5	6-12	B-5	K-5	6-12
% Award	$42,750	$1,140,000	$1,140,000	$285,000	$760,000	$760,000	$142,500	$380,000	$380,000

LEA Project Budgets. As described in more detail in Section B(i) above, Year 1 of the grant award will fund a literacy coach for every 20 teachers, $50 per student for the selection and purchase of instruction and assessment materials, $33 per student for the purchase of technology-based software. Each teacher will receive 5 days of WDESEA provided professional development and 5 days of project-based professional development. Each grant site will participate in the required program evaluation, send a team to the annual subgrant recipient meeting and send two leadership team members to the annual USDE technical assistance meeting in Washington DC. Using a median size LEA as an estimate (675 students K-12, 75 students birth to 5 and 60 teachers), the first year of funding would be $493,384 (including indirect). Year 2 will see declining funding of a literacy coach for every 30 teachers, $50 per student in each school for classroom reading materials and replacement of consumables. Each teacher will receive 2

days of WDE provided professional development and 3 days of project-based professional development. Travel to required meetings remains static through year 5. Years 3 through 5 funding is further reduced to a literacy coach for every 40 teachers, $25 per student in each school for classroom reading materials and replacement of consumables. Each teacher will receive 3 days of project-based professional development. See LEA Project Budget below and the Budget Narrative attached to Form 524 for details.

LEA Project Budget				
Project	**Year 1**	**Year 2**	**Year 3, 4, 5 (per year)**	**Total**
Literacy Coaches	$1,561,545	$1,041,030	$520,515	$4,164,120
WDE SR Conference	$464,400	$185,760	NA	$650,160
Project-based Professional Development	$189,900	$113,400	$113,400	$642,600
Instruction and Assessment Materials	$225,000	$225,000	$112,500	$787,500
Technology-based software	$148,500	NA	NA	$148,500
Curriculum Development Materials	$10,560	NA	NA	$10,560
USDE Required Travel	$99,900	$99,900	$99,900	$499,500
Annual Evaluation	$60,000	$30,000	$30,000	$180,000
Total Direct	$2,758,905	$1,695,090	$146,053	$7,082,940
Indirect (7.3%)	$201,400	$123,742	$10,662	$517,055
Total Budget	$2,960,305	$1,818,832	$156,714	$7,599,995

This model of funding front-loads the project to get started immediately with comprehensive planning and project implementation. The gradual reduction of funds ensures sufficient resources for design, development and implementation, but quickly weans the grant sites of the federal money. Full funding is reduced by 38.5% in year two and reduced 68% in years 3 through 5. However project evaluation and WDE and individual professional development and grant site collaboration thread through each year of the project. To build statewide capacity the WDE will offer the SR conference statewide for all schools and LEAs, however only during years 1 and 2 will the grant pay for teachers to attend. In years 3-5, funding for grant sites to attend the state conferences will be paid for using local funds.

If the funds were evenly distributed among six projects, the award would reflect the following:

Five Year Subgrant ($1,2666,666)									
	Year 1			**Year 2**			**Year 3, 4, 5**		
Allocation	$475,000			$316,667			$158,333 per year		
Per student	$633			$422			$211 per year		
	B-5	K-5	6-12	B-5	K-5	6-12	B-5	K-5	6-12
% Award	$75,000	$200,000	$200,000	$50,000	$133,333	$133,333	$25,000	$66,667	$66,667

D (ii) Ensuring subgrant funds are allocated 15/40/40%

SLRC Subgrant Funds Calculation Based on WDE Request of $8,000,000

$ 29,200	(.073%)	Wyoming indirect cost rate applied to allowable funds
$ 370,800	(.050%)	Allowable to WDE for state leadership activities
$1,200,000	(15.000%) of remainder	To serve children from birth through age five
$ 3,200,000	(40.000%) of remainder)	To serve students in kindergarten through grade five
$3,200,000	(40.000% of remainder)	To serve students in middle and high school, through grade 12, which will be equitably distributed between middle and high schools

Ensuring Funds are drawn in the 15/40/40 split. The WDE will provide detailed guidance to eligible applicants on the 15/40/40 split shown above. The SR operations manager will approve all subgrant allocation requests. As part of the approval process the SR operations manager will monitor all subgrant funds requests to ensure that the spending plan provided by the subgrant as part of the project application is adhered to and that funds are drawn in the proportion (15/40/40) required by federal rule. Additionally, the Project Director and the WDE Office of Finance will monitor draw-downs from subgrantees to ensure that funds are drawn in the 15/40/40 formula. Annual state level monitoring of subgrant sites will also provide oversight in this area.

D(iii) Leveraging of other state and federal funds to maximize the impact of the grant.

All WDE federal and state program managers have been directed to align their literacy programs and funding streams with the WSCLP. Many of these alignments are now coming on line. For example, the Leveraging of *federal funds* in support of the goals and program of the SRCL is described in Section A(i) Alignment of Funds. This leveraging has resulted in the alignment of $26,897,037.00 in federal funds and $14,470,447.00 in state funds, for a total of $41,367,484.00, with the Wyoming State Comprehensive State Literacy Plan and effective literacy instruction as defined in the federal SRCL application packet.

The table below shows $943,810 in Wyoming *general funds* will be leveraged to enhance the federal funds provided under the USDOE SRCL program. **Each of these services is described in more detail in Section A(iii) above.**

WDE General Funds Leveraged to Support the Federal Funds from the SRCL Grant

Description of WDE Cost Share Contribution to SR Grant	Total Budget	Source	Year 1	Year 2	Year 3	Year 4	Year 5
Assign WDE SR Project Team Executive sponsor 5% x 1 FTE $5496 Fringe $1,209 Assoc Supp. & Serv. $715 Project sponsor 5% x 1 FTE $4,920 Fringe $902 Assoc Supp. & Serv. $640 Project director 20% x 1 FTE $14,120 Fringe $2,824 Assoc Supp. & Serv. $1,836 Project operations coord 50% x 1 FTE $32,250 Fringe $7,095 Assoc Supp. & Serv. $4,193 Reg. coordinators 20% x 4 FTE $12,900 Fringe $2,838 Assoc Supp. & Serv. $1,676 Secretarial Support 100% x 1 FTE $42,396 Fringe $9,327 Assoc Supp. & Serv. $5,511	$833,530	**State General Funds**	$150,848	$158,390	$166,310	$174,625	$183,357
Subgrant on-site monitoring by WDE SR Staff Travel to 3 grant sites per year Mileage at an average of 200 miles round trip (2 persons to a car) 3 x 200 x 2 x 3 x $.50 = $600 Estimate 2 of 3 will require overnight stays = 2 x 4 (team members) x 1 night @ $123.00 per diem = $984	$7,920	**State General Funds**	$1,584	$1,584	$1,584	$1,584	$1,584
Regional Coordinator spends one day per week day at each grant site Mileage at an average of 200 miles round trip x 20 visits per year x 6 grant sites x $.50 per	$96,900	**State General Funds (This line item is a cost**	$19,380	$19,380	$19.380	$19.380	$19,380

mile = $12,000 Est a Regional Coordinator will stay overnight at 3 of 6 grant sites) 3 x 20 visits per year at Wyoming per diem of $123 = $7,380		**share with Federal Funds from this grant. The federal fund share is shown in a table above)**					
Executive Sponsor/Sponsor/Project Director On-site Subgrant Visits 6 grant sites x 200 miles round trip average x .50 per mile = $600 Estimate an overnight stay at 4 of 6 grant sites = 4 x $123.00 per diem = $492	$5,460	**State General Funds**	$1,092	$1,092	$1,092	$1,092	$1,092
Total State Funds leverage in support of SRCL Grant	**$943,810**	**State General Funds**	**172,904**	**180,446**	**188,366**	**196,681**	**205,413**

D(iv) Sufficient Allocation of Resources. The WDE intends to fund 5 to 7 subgrant projects. Subgrant allocations will be determined through a formula based on the number of students and the number of teachers included in the Subgrant proposal with funding based on the size of the school staff and the number of students in Birth to age 5, kindergarten to grade 5, grade 6 to 8 and grade 9-12. It is anticipated that the minimum subgrant award will be $760,000 (projects of under 750 B-12 students, at least 10% of whom must be children B-5 enrolled in eligible partner ECEPs) and the maximum $1,900,000 (larger projects over 750 B-12 students, at least 10% of whom must be children B-5 enrolled in eligible partner ECEPs). Subgrant allocations will be determined through a formula, described below, and based on the number of students and the number of teachers included in the Partnership proposal. **The minimum award level will be $760,000 and the maximum award level will be $1,900,000.**

Competitive Preference Priority: Effective Use of Technology

With the school population being spread out over such a large area, and severe winter weather conditions (Wyoming is bisected by the Rocky Mountains) technology is a key element in Wyoming's education and

professional development strategies. Therefore, existent tools often used in Wyoming include the webpage and the WEN. The WEN system is used daily at the WDE to connect with far-flung LEAs to gather input and share information. The planning for a project to expand the broadband capacity is underway in 2011 and will extend into the next four years. With the improved WEN capacity, the WDE will utilize the tool for monthly interaction with LEAs to monitor, model and dialogue with Striving Reader grant recipients.

The WDE webpage is also an important tool to be used for Striving Reader LEAs in the following ways:

- Virtual Visits. Schools will access video discussions and walk-through of high performing schools and teachers to share best practices with evidence of success.
- Accessible web access for teachers to find rubrics and anchor papers for reading and writing at all grade levels and utilize these in school-based professional learning communities.
- Accessible web access of model school improvement plans for school-based School Improvement Committees to utilize as they plan for literacy growth.
- Accessible web access of look-fors principals and teachers to use to assess student engagement of literacy learning.
- Long-distance learning modules in collaboration with the University of Wyoming and the certification board with modeled lessons, blogs, and research articles to be used by professional learning communities or individual teachers.

Based on the Universal Design for Learning, the technology plan for Striving Readers will incorporate a framework for individualizing learning in a standards-based environment through flexible pedagogy and tools. It challenges teachers to incorporate flexibility into instructional methods and materials as a way to accommodate every student in the classroom. The UDL will support *inquiry learning projects* to support literacy growth by capitalizing on student motivation and student choice. Students will take advantage of "backpack studies" which are independent studies in which students in

grades 3-12 will research, read, write and produce through multiple modalities and genres on topics of interest incorporating Common Core standards.

A 2011 technology collaboration initiative which includes LEA technology directors, curriculum directors, teachers, and other parties directly involved with technology decisions will meet face-to-face annually to plan how technology can support learning. This same group will meet, virtually via WEN-Video, once per quarter to continuously assess needs and discuss best practices.

Thank you for opportunity to apply for this grant!

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Wyoming Department of Education

A Comprehensive Literacy Plan
Birth-Grade 12

Cindy Hill, Superintendent of Public Instruction

Wyoming Department of Education

2300 Capitol Avenue, Hathaway Building 2nd Floor, Cheyenne WY 82002-0050
307-777-7675 Office 307-777-6234 Fax http://edu.wyoming.gov

PR/Award # S371C110022

Foreword

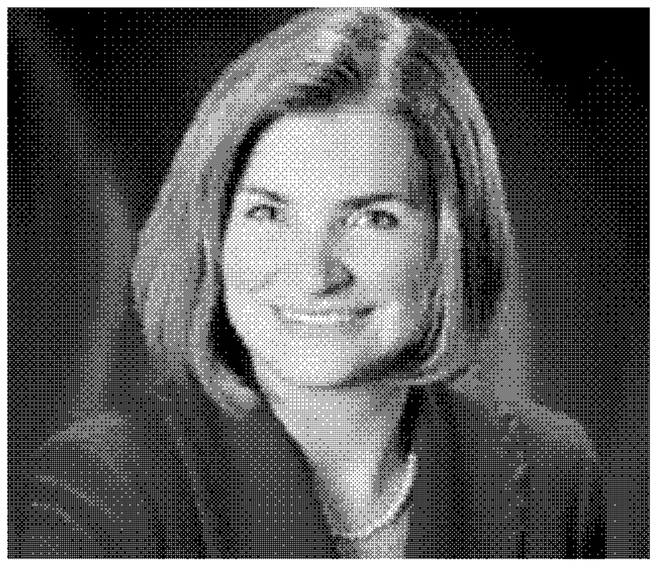
One marker relating to reading proficiency is reading at grade level at the end of third grade. As parents and teachers know, the story is much more encompassing than this simple assumption and this limited view. The discussion of reading must begin before the third grade and continue each year after the third grade with progress monitoring and interventions continuing through the entire span of a student's educational career. I have cautioned against a limited focus on the primary years, which has been the case with most recent literacy initiatives, because the emphasis on reading proficiency does not stop there.

Achievement gaps identified with various district and state assessments are confirmed by the National Assessment of Education Progress (NAEP) data for Wyoming. We are working to ensure a quality education for every child, to raise student achievement, and to close these achievement gaps.

I thank the State Literacy Team for their thoughtful work in developing this Comprehensive Literacy Plan for Wyoming. Their expertise and insight are invaluable as we strive to improve literacy in Wyoming.

I believe you will find this document useful to guide your work in developing a clear literacy instructional framework and leadership model for aligning the efforts of educators and other stakeholders in your community. As always, we seek feedback on ways to improve the guidance and to support all our districts/communities in implementing the suggestions found within the guide. Thank you for all you do for the youth of our state.

Cindy Hill
Superintendent of Public Instruction



Wyoming Department of Education

A Comprehensive Literacy Plan

Birth-Grade 12

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Wyoming State Literacy Team

Lynda Collins, Facilitator

Darcy Acord, Young Adult Coordinator, Campbell County Public Library

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A Comprehensive Literacy Plan: Birth-Grade 12
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Introduction: Purpose and Background

In November 2010, the Wyoming Department of Education received a Striving Readers Comprehensive Literacy grant to support the work of a State Literacy Team in developing and implementing a comprehensive literacy plan to address the needs of children birth-grade 12.

A State Literacy Team was selected that includes eighteen members from across the state with broad expertise in literacy implementation and leadership birth-grade 12. The State Team Roster in Appendix A identifies the literacy leaders and indicates how they represent the key areas of experience and expertise included within the membership assurances of the Striving Readers application.

The State Literacy Team has held three two-day meetings, worked together through ongoing conference calls and online communication, and consulted with national literacy experts and reports as well as the research and planning tools used by literacy leaders from other states to develop an initial draft of *A Comprehensive Literacy Plan: Birth-Grade 12.*

The document that follows (1) briefly presents the current picture of literacy in Wyoming; (2) defines the literacy model, vision and goals that support this research-based plan; (3) provides a needs assessment regarding services available in the state within three age bands (Birth-5, Kindergarten-Grade 5, and Grades 6-12) across the five core components; (4) identifies the research that supports the plan; (5) addresses comprehensive supports within critical areas of need; and (6) culminates in five recommendations for comprehensive planning and a planning guide for meeting these expectations over the next five years.

Literacy in Wyoming: The Current Picture

Overview of Assessments Given in Wyoming

In 2005–2006, Proficiency Assessments for Wyoming Students (PAWS) became the official statewide assessment used to measure individual student achievement against the Wyoming Content and Performance Standards in reading, writing, and mathematics for grades 3-8 and 11. In 2008, a science assessment was implemented for grades 4, 8, and 11. A primary purpose of the (PAWS) is to foster program improvement at the school, district, and state levels in support of the teaching and learning that takes place in Wyoming public classrooms and meets all of the attendant requirements of the No Child Left Behind Act of 2001(NCLB).

In addition to the PAWS, Wyoming students take the National Assessment of Education Progress (NAEP). The NAEP assessment provides a snapshot of student achievement in grades 4 and 8 in reading, mathematics, writing and science. This snapshot of Wyoming students is required to take place under NCLB every two years.

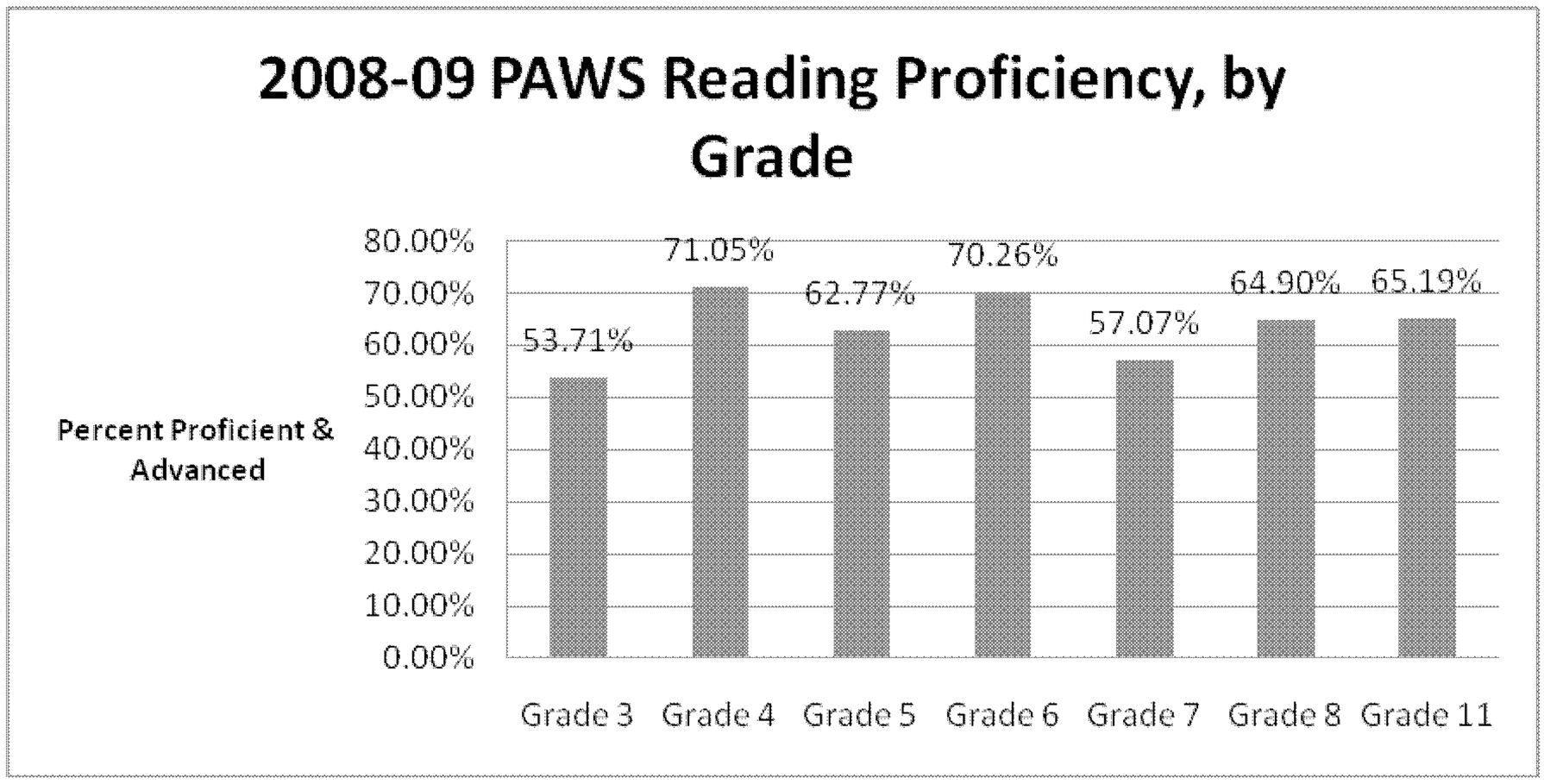
The ACT, a college entrance examination, was administered to 5,533 Wyoming students. Students who take the ACT received a composite score and subscores in English, mathematics, reading, and science. The ACT is reported on a scale of 1 to 36, with 36 being the highest score.

Wyoming State Statute 21-3-401 (Reading Assessment and Intervention) requires districts to design and implement a screening program for reading in first and second grades and collect data on progress towards reaching the goal of 85% of students identified with reading problems moving to proficiency in reading. Districts report these data annually to WDE.

The Instructional Foundations for Kindergarten (IF-K) is Wyoming's state-developed readiness assessment covering nine foundation areas. Three of the areas look at language, reading and writing and provide a snapshot of entering kindergarten students' proficiency in literacy. A score of 5 is advanced; 4 indicates the student is proficient and able to enter the kindergarten reading curriculum successfully. Children who score a 3 are basic in kindergarten skills and 1 or 2 indicates below basic.

PAWS Data

State data from the PAWS confirms that gaps in reading achievement exist between students who are English learners and their English proficient peers (Appendix B, Table 1), between students with disabilities and their non-disabled peers (Appendix B, Table 2), between those who are economically disadvantaged and those who are not economically disadvantaged (Appendix B, Table 3), and between students who are Native American and non-Native American (Appendix B, Table 4).



Assessment of reading achievement in Wyoming shows that there are significant drops at grade 5 and again at grade 7. The lowest percentage of students' proficiency in 2008 was 53.71% in grade 3. Grades 4 and 6 show a sizeable increase in proficiency (at or above 70%). The increase in scores at grades 8 and 11 is minimal, suggesting the gap is not closing.

NAEP Data

Dramatic gaps in reading achievement at grades 4 and 8 between white students, Hispanics and Native Americans are revealed by current NAEP data (Appendix B, Table 5).

Wyoming has historically scored above the nation on NAEP in reading (Appendix B, Tables 6 & 7). Reading scores in fourth grade slightly declined from 2007 to 2009; however, reading scores in eighth grade showed a slight increase.

ACT Data

Wyoming's statewide composite score of 20 was below the national composite score of 21. Unlike many states, 100% of graduates took the ACT; 79% were white, 7% were Hispanic and 2% were Native Americans.

The percentage of students who met all four benchmarks was lower than the national average; Wyoming's composite score of 17 compared to the nation's composite score of 24. According to the college readiness benchmarks, students performed the lowest in science. Only 23% of students met the science benchmark compared to 63% who did not meet the benchmark (Appendix B, Table 8). This emphasizes the need for increased literacy within discipline-specific subjects.

Reading Assessment and Intervention Data

In the Wyoming Early Literacy Data Report, released in January 2011 by Education Northwest, it was determined that the goal of moving 85 percent of struggling students to proficiency has not yet been met. Among students who were identified as struggling readers and placed on an IRP in first, second, third, or fourth grade, only 37% met reading proficiency at the end of fourth grade in spring 2010. This was similar to last year's result (39%).

IF-K Data

Several key data pieces indicate that more needs to be done in language development before kindergarten (Appendix B, Table 9). With 14% of the entering students on IEPs, 73% of the students on an IEP are delayed in language. Fifty-seven of the students, according to the IF-K, will need support in vocabulary development. Students in kindergarten cover a 2-year age span and the majority of students who score proficient are 5 ½ to 6 years old. Scores in literacy proficiency were lower in 2010 than in 2009.

Establishing a Vision for the Literacy Plan

The of the comprehensive plan is to establish a clear literacy instructional framework and leadership model for aligning and enhancing the efforts of educators and community members across the state of Wyoming that support birth-grade 12 literacy development. The plan is organized across five interconnected core components:

- Standards/Alignment
- Assessment/Data Usage
- Instruction/Intervention
- Professional Development/Resources
- Leadership and Partnerships for Sustainability

Fundamental Beliefs about Literacy

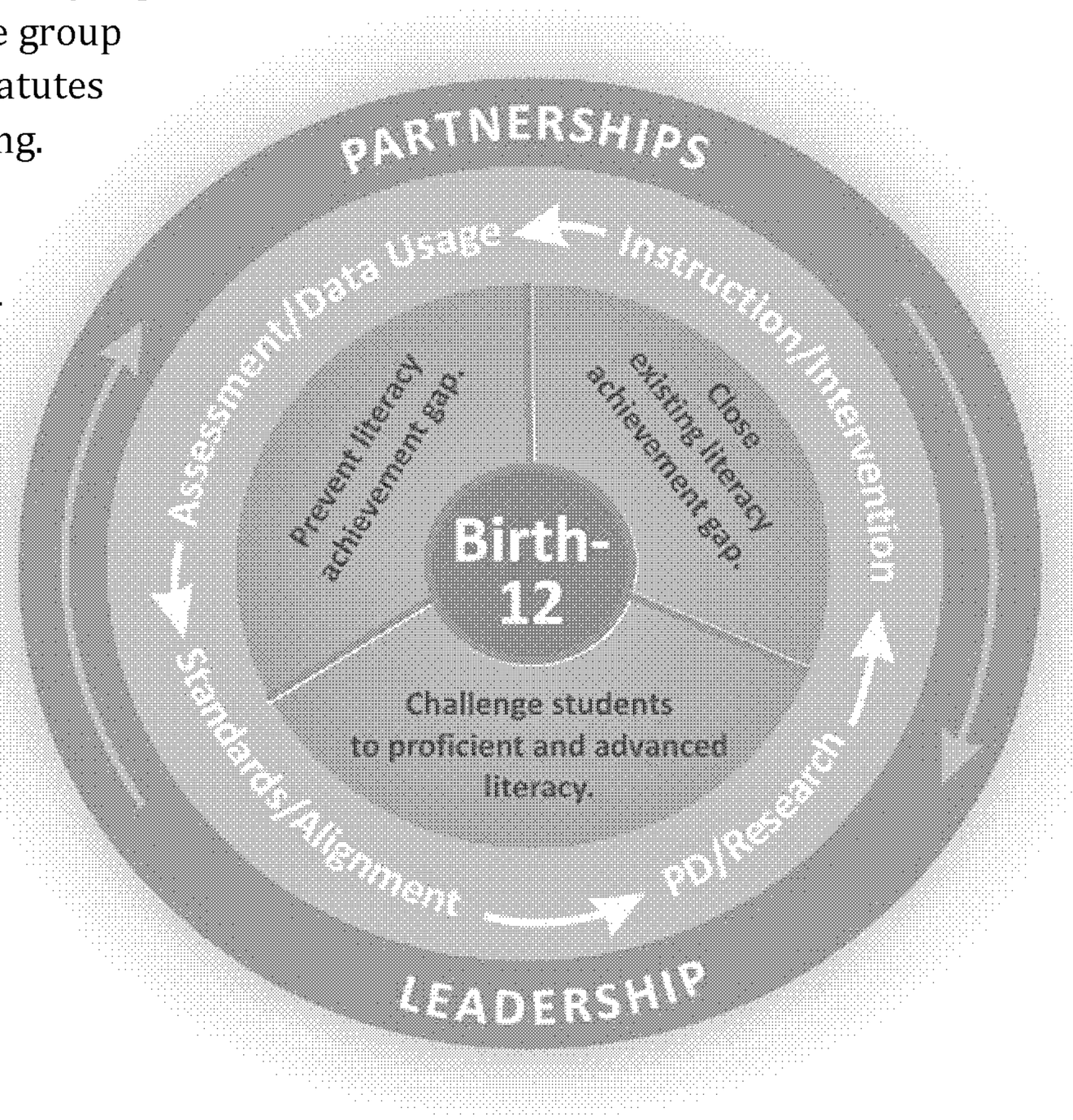
In Wyoming, we understand literacy to encompass reading, writing, listening, and speaking and emphasize the following skills, processes and fundamental beliefs:

- Reading is the essential foundational learning skill for lifelong learning, work and enjoyment.
- Writing and speaking proficiently enable learners to communicate ideas clearly
- All people at all ages can learn to read. Literacy begins early and lasts a lifetime—from birth through career/college.
- The definition of reading is comprehending text; readers understand and respond thoughtfully to a variety of texts.
- Comprehending and producing traditional and new, multi-media texts to construct meaning is an essential literacy skill for twenty-first century learners.
- Understanding and appreciating texts from many literary periods and cultures is essential.
- Reading is a process, and the mental actions that happen in concert to produce meaning are: phonemic understanding, phonics understanding, vocabulary understanding, and fluent reading of text to comprehend. These key actions happen in an integrated manner, simultaneously, in the minds of readers.
- The actions involved in comprehending are called strategies; strategies are applied by readers to enhance the fluent and proficient use of reading.
- The first best teacher is the parent, grandparent, family. Other teachers include care providers in birth to school settings, K-career/college teachers, and other mentors in college/career settings.

- For schools to guarantee reading proficiency for every student, the focus must be on teacher training. This training must be deep, embedded and sustained.
- Teacher training first and program/materials purchasing second.
- Students need explicit comprehension instruction across the content areas using diverse texts, writing, discussion, collaboration around text, and student-selected products.
- Schools need extended time, professional development, meaningful assessments, teacher teams, leadership and a comprehensive/coordinated plan (Reading Next).
- Learners need to be motivated to read; purposeful reading of student-selected texts is motivational.
- No one learned to read without reading; practice is essential (Allington).
- All readers from birth through life need to experience the full range of cognitive elements: decoding, comprehending on both literal and inferential levels, synthesizing and evaluating (Bloom).
- Learners need scaffolded reading practice: using texts above their instructional level for read aloud and shared reading, texts at their instructional level for guided practice (90% + accuracy), texts at their independent level for independent reading (97% + accuracy).
- Formative and summative assessments must measure the act of meaningful reading. The best assessment is a teacher-given running record taken while the student is in the act of reading a meaningful text in a meaningful way. Most summative assessments, must remain peripheral to instruction and their limitations must be understood by stakeholders.
- A summative assessment that gets as close as possible to measuring reading must have multiple venues including evidence that a student constructs reading (e.g. constructed response).
- Benchmarks to support the reading standard should be high-powered, inclusive of authentic reading strategies and few in number. To measure these benchmarks, texts need to be diverse and representative of key types of texts. Hence, the three key kinds of texts most common in our culture are narrative, expository and functional. The eight key strategies appropriate to comprehending these three kinds of texts are plot, theme and story elements (narrative), main idea, information relationships, and organization (expository), and relevance and application (functional). The three rubric traits are relevance, accuracy and sufficiency (Roger Farr).

A Comprehensive Literacy Plan: Birth-Grade 12 provides an action-based framework to improve the quality of birth-grade 12 literacy across Wyoming. This effort requires a systemic and synchronized approach at state, district, school, and community levels — a systemic approach that is reflected throughout the plan.

To ground this effort, the State Literacy Team reviewed a broad array of the most recent literacy research from birth-grade 12. A synopsis of the research base is summarized in the key research findings on page 12. The group linked these findings to the current statutes and initiatives in place within Wyoming. Based on the findings within this research, the expectations of the Striving Readers grant, and the experiences and expertise of team members in implementing literacy across this state, the team agreed upon a planning model that highlights three anchor goals and five interconnected core components for shaping the action-based framework.



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Anchor Goals

The goals that anchor the plan are:

- Prevent the literacy achievement gap from starting
- Close the literacy achievement gap where it exists
- Challenge all students to proficient and advanced literacy

***Systems, resources, and competence are needed to maintain effects, support high fidelity of implementation, expand applications, and sustain implementation* (Sugai, 2007).**

A clear focus on each of the three goals as they challenge the state's efforts from birth-Grade 12 is essential to achieving the systemic and synchronized approach the plan represents.

Goal #1: Prevent the literacy achievement gap from starting

Wyoming literacy leaders realize that addressing the first goal - preventing the gap in achievement from starting – begins at birth and continues through the elementary grades and on through adolescence.

In the early years, it is critical to educate adult family members and caregivers about learning and development, in order for them to engage in both social and cognitive development activities to become partners with the school in their children's education. Children in these formative years should have a literacy-rich environment that includes oral and written language and social literacy experiences such as public library programs. Students in early childhood programs must be engaged in emergent literacy development. Language and literacy development can be integrated into a curriculum that builds on children's eagerness to understand their world and helps to close the pervasive gap between proficient and struggling readers.

In the early elementary grades, strategies that build necessary cognitive skills and knowledge, including alphabetic awareness and rich language development, must be taught. As children progress in school, they need to learn to read by unlocking the code with all types of text and increasing their vocabulary and knowledge in order to learn more challenging curriculum. Comprehension strategies must begin early so that words and texts have meaning and make sense to the developing reader. Continued practice in the act of reading is essential.

***Adolescents know how to read words, but in 7th through 12th grade, they can't understand the text. And we don't really know what we need to do to help them.* (Snow, 2005)**

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The prevention of literacy difficulties does not end when students begin middle school. We now know that students who are taught to read and write by the third grade continue to need explicit literacy instruction and reading practice to read and write with the skill level necessary for the rigorous curriculum of middle and high school. Reading and writing instruction at the secondary school level enables students to tackle the increasingly difficult text required in the content areas, and to develop the thinking, reading, and writing perspectives valued within specific disciplines or domains. Just as daily literacy education is imperative during the school year, students must not stop reading during the summer months; public library summer reading programs and other summer learning opportunities have a critical role in preventing the loss of literacy skills over the summer.

Goal #2: Close the literacy achievement gap where it exists

Closing the achievement gap where it exists is the second critical goal. During the pre-kindergarten years, it is important that parents, caregivers, and teachers in all settings intervene early to provide intensive support for children identified with significant language or cognitive delays and to provide targeted support to build skills for success in the kindergarten program including developing vocabulary and background knowledge, phonemic and print awareness, and familiarity with books in an engaging, motivational manner. It is also important that all students, throughout the grades, who are struggling with reading and writing not fall through the cracks. The most recent Wyoming National Assessment of Educational Progress (NAEP) data show only 33 percent of fourth graders and 35 percent of eighth graders are proficient in reading. The data also show that poor and minority students are over-represented within the large group of students not yet proficient. There is still much to accomplish.

The goal of closing literacy achievement gaps will not be achieved until all students who evidence delays in language and literacy development receive intervention support in addition to daily literacy instruction across the curriculum. Literacy experts agree on the need for rigorous early intervention efforts at two crucial points within elementary school – kindergarten and grade 1. This same level of urgency exists for struggling students throughout elementary school and on into middle and high school. During the adolescent literacy years, the urgency to provide intervention support in addition to discipline-specific literacy instruction intensifies. It is critical that middle and high school students who are reading and writing more than one year below grade level participate in intervention instruction to accelerate progress and close literacy gaps especially as related to the use of discipline-specific literacy skills.

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Goal #3: Challenge all students to proficient and advanced literacy

In Wyoming, educators and communities must challenge all students to achieve proficient and advanced literacy in their use of reading and writing skills. The Common Core State Standards for English language arts (ELA) which Wyoming has adopted make it clear that the development of strong literacy skills is not the sole responsibility of K-3 teachers, but rather part of the continuum of teaching and learning from birth to grade 12. Supporting advanced literacy begins early in a language-rich environment. A PreK-3 curriculum encourages reading of high quality narrative, expository, persuasive, and functional text integrated with writing and discussion along with projects that showcase advanced literacy skills. Critical to the success of these new standards and students' ability to meet them is the capacity of teachers at all grade levels and across disciplines to reinforce literacy across the curriculum.

Today, all students must develop the skills not only to decode language and interpret meaning but also to apply discipline-specific literacy skills and skills related to new media. The ability to read and write multiple forms of text and integrate them with prior understanding is a hallmark of 21st Century literacy and these skills are embedded in the Common Core State Standards for ELA. Digital literacy skills, including, but not limited to, accessing resources, synthesizing information, and using data ethically, directly affects student achievement. Students must also be able to communicate and collaborate across cultures, to use information effectively and to create content in social, political and cultural contexts. Possessing these 21st Century literacy skills will prepare high school graduates for the global economy and empower them to solve environmental, economic, and social problems and advance the quality of life.

Age Bands

The State Literacy Team used three age bands in organizing the state level self assessment and planning efforts in order to fine tune and align the needed actions within the comprehensive plan:

- Birth-5
- Kindergarten-Grade 5
- Grades 6-12

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Interconnected Core Components

Five interconnected core components surround the three anchor goals within the model of action for Wyoming's Plan.

Standards/Alignment

Meeting the three goals that anchor the plan requires assurance across the age bands that curriculum is rigorous, relevant, intentional, and aligned to promote student learning success. Addressing curriculum alignment includes: 1) the scope of the content covered, 2) the level of sophistication and complexity of the content, 3) the spiraling curriculum to be presented, and 4) the richness of the content. Research indicates an aligned curriculum increases student achievement, engagement, attendance, and graduation rates. In addition, curriculum alignment allows teachers to focus on lessons and meaningful content (Reeves, 2004).

The objectives of the State Literacy Team are to ensure that the literacy skills outlined within the Common Core State Standards serve as a roadmap for the explicit literacy instruction of all children and adolescents across the state and that educators are connected within and across content areas to assist students in using effective literacy skills to meet their learning goals and prepare them for college and careers.

Assessment/Data Usage

A comprehensive assessment system is a critical element of an effective plan for improving literacy instruction. The assessment system needs to be appropriate to the age band being addressed. At all levels of instruction, the team's objective is accurate, timely assessment that allows teachers to differentiate instruction according to individual students' needs. The plan emphasizes leadership in assuring regular and consistent measurement of progress at local levels and providing guidance in the use of formative assessment tools for educators.

Finding an efficient way to manage and use multiple forms of data at state, district, school, classroom, and community levels is as important as gathering the data in the first place. For districts and schools to identify and meet the specific needs of students, detailed data must be collected and disaggregated (Boudett, City, & Murnane, 2004). Instructional changes driven by teachers' understanding and collaborative decisions about student data have a better chance of assisting school and district leaders in meeting school improvement goals.

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The objective here is to produce accessible data, including reading levels, to inform judicious instructional decisions and program-level data.

Instruction/Intervention

Helping educators across the state use high-quality instruction that includes modeling and student opportunities to practice in authentic contexts is an important objective for the comprehensive literacy plan. The instructional focus in the early years involves educators collaborating with families and caregivers in supporting early language development. As children and adolescents continue literacy learning, it is important to enhance their motivation to read and write and offer opportunities to engage students in text-based discussions, meaningful writing assignments, and technology use. The overarching goal of literacy instruction is to help students become successful readers, writers, and thinkers and prepare them for 21st century postsecondary and workplace opportunities.

Strategic intervention, matched to the needs of students, is also important for literacy learning. Systems of intervention must focus on instruction for all students including English learners, students with disabilities, and emerging and advanced literacy learners. Interventions must provide more time, more texts, and more teacher/tutor interaction. Building on the groundwork laid by the state's Response to Intervention initiative, the plan will emphasize a tiered approach that matches an individual student's specific needs to the appropriate instructional plan necessary for achieving grade level success.

Professional Development/Resources

Accomplishing Wyoming's goals for literacy depends upon the system of professional development and ongoing resources that can be made available to local districts and communities. Job-embedded learning maximizes time efficiency, promotes immediate application of what is learned, and is more sustainable and cost-effective than *one-shot* workshops (Alvy and Robbins, 2005). The plan emphasizes the critical importance of making these systematic, embedded professional development approaches available at all levels.

Making Wyoming's state literacy plan effective requires an emphasis on a coordinated approach to the learning of both pre-service teachers and practicing educators. Success will depend upon a wide variety of resources including web-based training in order to address the diversity of needs of both students and teachers. A critical component is the training available to literacy leaders whether they work in community early childhood agencies,

teach postsecondary literacy coursework, or lead the literacy services within schools, districts, and communities.

Leadership and Partnerships for Sustainability

School and district leadership focused on literacy and learning success is essential to ensuring student growth. These leaders must be grounded in research and sustained over time. Ongoing leadership of internal and external leadership teams will make the necessary coordination and communication possible. This leadership will also include a process for evaluating accomplishment of statewide literacy planning goals and viable partnerships among the birth-grade 12 literacy leadership groups in the state.

Research on sustainability confirms the key role of effective leadership for successful implementation and maintenance of a comprehensive literacy program at the local level. Districts, schools, and communities must have active literacy leadership teams that have the capacity to plan and use data effectively. With the strong leadership of literacy leaders within communities across the state, Wyoming is poised to forge the partnerships necessary to support the work of these local teams. Qualified facilitators and coaches will help to sustain local efforts statewide.

The first four components of Wyoming's literacy plan clarify the actions needed for an effective state literacy implementation framework. The fifth component addresses the surrounding leadership and partnership infrastructure that is critical to the sustainability of Wyoming's comprehensive literacy efforts.

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Key Research Findings Underpinning Wyoming's Comprehensive Literacy Plan

- Students who struggle with reading at the end of first grade are extremely likely to continue to struggle at fourth grade and beyond (Juel, 1994), underscoring the critical necessity for early reading intervention and sustained instruction throughout school years.

- Students who make gains as a result of early reading intervention often require ongoing support to continue to make normal growth (O'Connor, 2000). In addition, students who did not demonstrate early difficulties with reading may begin to struggle in the upper elementary years (Pressley, 2006). Thus, schools need structures in place to support struggling readers beyond the primary grades.

- Unequal access to summer learning and reading opportunities accounts for two-thirds of the summer achievement gap between lower-income and higher-income students (Alexander et al, 2007).

- Only 3 to 5% of students have a reading disability that makes it less likely that they will become proficient readers (Vellutino & Scanlon, 2001). Thus, all students, with extremely few exceptions, can develop proficiency in all aspects of literacy.

- A system of literacy instruction featuring researched-based classroom instruction, tiers of intervention that increase in intensity, and the use ongoing assessment to guide and refine instruction has proven extremely effective in fostering proficiency in reading for a high percentage of children (O'Connor 2000, Vaughn et. al., 2003).

- Effective literacy instruction involves a balance of explicit instruction in component skills and engagement in more holistic, meaning-centered activities (Pressley, 2006).

- Adult-child joint book reading in the preschool years benefits language development, vocabulary knowledge, and early literacy achievement (Bus, van Ijzendoorn, and Pellegrini, 1995).

- Vocabulary knowledge, phonological processing, and alphabetic knowledge in the preschool years are important precursors to literacy development and preschool activities in these areas renders significant benefits for early literacy achievement (National Early Literacy Panel, 2009). Balanced instruction focused on phonemic awareness, phonics, fluency, comprehension, and vocabulary promotes reading achievement (National Reading Panel, 2000).

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- In light of the strong relationship between vocabulary knowledge and reading comprehension (Cunningham & Stanovich, 1997), it is significant that children enter school with large differences in vocabulary knowledge (Hart & Risley, 1995). This points to the need for schools to implement consistent, effective vocabulary instruction across the grades.

- Reading comprehension is complex and requires multifaceted instruction that includes vocabulary instruction, rich discussion of texts, instruction in comprehension strategies, and genre-specific instruction (Israel & Duffy, 2008).

- Writing is a complex activity that requires multifaceted instruction involving craft elements (e.g., fluent and flexible sentence composing) and process strategies (e.g., planning, drafting, revision, and editing (Graham, MacArthur, & Fitzgerald, 2007).

- Engagement in reading and writing influences students' literacy achievement. Elements that contribute to engagement include access to a wide variety of interesting texts, student choice, knowledge goals for reading, and peer collaboration (Guthrie & Humenick, 2004).

- To be proficiently literate, adolescents need to learn discipline-specific reading and reasoning strategies, vocabulary, and knowledge. (Moje, E., 2008).

- Digital and hypermedia texts abound and require unique strategies to comprehend and produce. Such "New Literacies" strategies should be incorporated into literacy instruction. (Leu, Kinzer, Coiro, & Cammack, 2004; Coiro & Dobler, 2007)

- Schools that demonstrate outstanding growth in literacy achievement make a long-term commitment to refining literacy instruction, have strong leaders in the area of literacy, and use student data to improve literacy instruction. (Taylor, Pearson, Peterson, & Rodriguez, 2005)

- Effective professional development in literacy is sustained and involves cycles of learning about new forms of instruction, implementing the instruction, and analyzing student outcomes to refine the instruction (Garet, 2001; Taylor, Pearson, Peterson, & Rodriguez, 2005).

- Children from many non-White and non-English-speaking communities are over represented in less-than-proficient categories of literacy achievement. All teachers should develop expertise relevant to teaching literacy to these children, including, but not limited to, knowledge of language development, culturally-specific communication

patterns, and effective teaching strategies for limited-English-proficient students (August & Shanahan, 2006).

- There is no evidence to show that reading proficiency happens without actual reading. This means educational settings must increase the amount of quality reading time (Allington, 2009).

- The single-most critical factor that determines reading success is matching readers with texts they can actually read with a high level of accuracy, fluency and comprehension (Allington, 2009).

- One-on-one and very small group work produce consistent, reliable, accelerated reading growth (Allington, 2009).

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Building a Comprehensive Plan:
Birth-12 Literacy Instruction Framework

The State Literacy Team has completed a careful needs assessment regarding development and supports for literacy in Wyoming. Using the five interconnected core components that drive literacy planning for the state, team members applied literacy research expectations as they identified what is currently in place and agreed upon what is missing within literacy services from birth-grade 12. Following is a brief summary of their work regarding the Literacy Instruction Framework summarized for each of three age bands: Birth-5, Kindergarten-Grade 5, and Grades 6-12.

Literacy Instruction Framework: Birth-5

Standards/Alignment (Birth-5)

What is in place	Identified Needs
• Head Start Outcomes • Early Childhood Readiness Standards • Early Learning Guidelines (ELG) B-5 • Early Childhood Outcomes (ECO) • Even Start Guidelines	• Horizontal alignment- ELG to Preschool • Lack of vertical and horizontal alignment (aligning birth-5 with public schools)

Assessment/Data Usage (Birth-5)

What is in place	Identified Needs
• Newborn hearing and vision screening • Community-wide early childhood screening (developmental, vision, social/emotional, hearing, etc.) • List of recommended screening tools • Data bases for: Part C, Part B, Head Start, Dept of Health (Maternal Child Health), IF-K, Kids Count • Child Care Block Fund	• Statewide comprehensive data on children birth-5 • Community-wide screenings and services in rural Wyoming • Progress monitoring/ongoing formative assessment

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Instruction/Intervention (Birth-5)

What is in place	Identified Needs
• Raising Readers • Head Start Outcomes • Early Learning Guidelines 0-3 • CLASS (Classroom Assessment System) • Early Childhood Readiness Standards • Early Intervention-Speech/Language • Family Education/Engagement • Locally-based public library early literacy programs	• Literacy guidance for 0-5 • Consistent transition from program to program 0-3, 3-5 • Consistent curriculum alignment • Intervention strategies for preschools • Understanding of literacy and developmentally appropriate practice • Preschool research-based instruction implemented with fidelity • Professional development aligned, embedded, and monitored within the EC programs • Dual language knowledge and instruction/intervention

Professional Development/Resources (Birth-5)

What is in place	Identified Needs
• CDA (Child Development Association Certification) • Clock hours/Childcare • PITC (Infant-toddler Certification) • Early Childhood Endorsement at the University of Wyoming • Workshops, conferences • Mentoring/CLASS • Adult Basic Education - ABE • Pathways provided by Dept. of Workforce Services/Dept. of Family Services • Teacher preparation at UW • UW Outreach programs available for distant education • Educational funding/scholarships/grant available for adults wanting to go back to school	• Adequate funding/access to make PD available to all • Stand-alone EC degree or PTSB certification birth-age 8 • Inconsistent family literacy education programs • QRIS-Quality Rating Improvement System • Early childhood BA/MA/PhD degree offered at UW • Awareness of college degree programs and opportunities to further education in Early Childhood • Knowledge and understanding of developmentally appropriate literacy milestones • Coaching and modeling, literacy specific for early childhood providers

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Literacy Instruction Framework: Kindergarten–Grade 5

Standards/Alignment (Kindergarten–Grade 5)

What is in place	Identified Needs
• Adopted Common Core State Standards • Accreditation Standards • Crosswalk comparison of current Wyoming standards to Common Core State Standards	• Alignment of birth-5 with K-grade 6 standards

Assessment/Data Usage (Kindergarten – Grade 5)

What is in place	Identified Needs
• State Assessment (PAWS) • English language assessment for English learners • Reading Assessment and Intervention (W.S. 21-3-401comprehensive assessment plan) • Screening (DIBELS/MAP) • Progress monitoring • Diagnostics	• Statewide consistency in implementation of formative assessments • Comprehensive writing assessment

Instruction/Intervention (Kindergarten – Grade 5)

What is in place	Identified Needs
• Districts in various stages of Response to Intervention implementation • Reading assessment and intervention requires Individual Reading Plan • Instructional mentoring by Instructional Facilitators and coaches • Submission of Early Literacy Plans to WDE • Teacher-to-Teacher (T2T) delivery of instructionally sound practice • Reading Recovery	• Statewide dissemination/network for a deep knowledge of literacy development and effective literacy instruction • Content area/discipline-specific literacy framework • Methods for consistently and accurately evaluating teacher instruction and intervention

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Professional Development/Resources (Kindergarten–Grade Five)

What is in place	Identified Needs
• WDE initiatives/professional development - RtI (tiered interventions) - Professional learning communities - Data trainings - Literacy trainings • Instructionally informative state assessments • University of Wyoming - Post-graduate endorsements: literacy, EL, teachers of American Indian children, early childhood - Graduate degrees • National Board Certification	• Focused and cohesive long-range plan for statewide professional development • Variety of venues, delivery methods for professional development • Consistent evaluation/use of criteria of high quality research-based programs/professional development, including collaboration with higher education • Follow-up trainings differentiated for various states of implementation • Evaluations/data that determine if PD results in improved student outcomes • Training in explicit uses of essential processes, skills, and strategies measured on state and national assessments

Literacy Instruction Framework: Grades 6-12

Standards/Alignment (Grades 6-12)

What is in place	-Identified Needs
State level • Common Core State Standards, including content-area literacy standards • Instructionally informative processes, skills, and strategies for use on the state assessment **District level** • Curriculum Directors • Cyclic work in districts focusing on curriculum alignment, including accreditation work	• Consistent and systematic framework and lesson design that is aligned both vertically (building from grade 6 to grade 12) and horizontally (across individual grade levels). • Explicit use of reading strategies and skills in instruction

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Assessment/Data Usage (Grades 6-12)

What is in place	Identified Needs
• A variety of assessment tools are available in the state, used in formative and/or summative ways. For example: In-program assessments, 6 Traits, Curriculum-Based Measures, PAWS, NAEP, ACT, BOE-district assessments (writing), and NWEA MAP. • A variety of formats are used for analysis and application of data. For example, in some districts, coaches help analyze existing data and collaborative teams discuss data across content areas.	• Assessment tools for comprehension of all texts, including expository/context texts • Broad awareness of tools for progress monitoring • Assessments that align with the Common Core State Standards.

Instruction/Intervention (Grade 6-12)

What is in place	Identified Needs
Awareness of the importance of a variety of instruction and intervention practices related to adolescent literacy, including • content area literacy instruction • strategy and vocabulary instruction • research and/or evidence-based practice • student engagement and motivation • programs/strategies for struggling readers • reading time for guided and independent practice • Teacher-to-Teacher (T2T) delivery of instructionally sound practice	• A systematic approach/structure to teaching middle school/high school reading and writing in both reading classes and content area classes • Digital/media literacy instruction

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Professional Development/Resources (Grade 6-12)

What is in place	Identified Needs
• Districts provide a variety of types of professional development around adolescent literacy, including professional learning communities, Instructional Facilitators, mentoring, and other training opportunities aligned with their School Improvement Plans. • GEAR UP Wyoming • Opportunities for certified staff also exist, such as National Board Certification, graduate programs, and the Wyoming Teacher Policy Institute • Teacher-to-Teacher (T2T) cadre	• Systematic and focused statewide professional development model in adolescent literacy that is job-embedded.

Building a Comprehensive Plan: Critical Elements for Sustainability

Leadership and Partnerships

What is in place	Identified Needs
• State Literacy Team • WDE Early Learning Team • RtI • UW Literacy Faculty • GEAR UP Wyoming • UW Early Childhood Faculty • SBE/WY legislature (policy) • Early Childhood State Advisory Council (SAC) • School/district literacy leadership teams • IFs • Parent Leadership Training Institute (PLTI) • Native American Tribal Councils • P-16 Council • Parent Education Network • Wyoming Public Library System	• An accurate picture of literacy leadership structures in Wyoming • Secondary building literacy leadership • Formal structures for coaching in literacy • EdD in Literacy (Literacy Leadership) • Literacy training for leaders • Necessary representation on leadership teams to address diverse needs • A state literacy professional development model • Aligned WDE divisions, teams, initiatives with literacy improvement • District and building level leadership capacity around literacy

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Assuring Comprehensive Supports in Critical Areas of Need

In designing Wyoming's state literacy plan, several areas were identified for additional attention to assure that the comprehensive supports in these critical areas would be addressed as needed over the five-year implementation process.

Discipline-Specific Literacy Instruction

Beginning with upper-elementary grades and continuing on through grades 6-12, students are expected to read and write increasingly difficult texts within all disciplines. Each discipline has its own method of knowledge acquisition, inquiry, and communication, which students must internalize in order to be successful in that discipline (Jetton & Alexander, 2004; Moje, 2008). These discipline-specific skills build on literacy skills that emerge through common practices in families, communities, and schools. The impact of these discipline-specific skills is clearly expressed in Heller and Greenleaf (2007):

> Literacy stands at the heart of the academic content areas, and inasmuch as these content areas comprise the heart of the secondary school curriculum, content area literacy instruction must be viewed as the cornerstone of any comprehensive movement to build the kinds of thriving, intellectually vibrant secondary schools that young people deserve and on which the nation's social and economic health will depend. (p. 6)

The importance of discipline-specific literacies can also be seen in their inclusion in the Common Core State Standards.

Professional development and expertise in discipline-specific literacies is present in pockets of the state, but intensive, systematic professional development is not common. In addition, implementation and progress monitoring remains weak. An ongoing challenge is the perception of teachers that they are not responsible for teaching literacy skills; a focus on discipline-specific literacies may be helpful in honoring the content knowledge of teachers while helping students to communicate in ways that are specific to the discipline.

English Learners/Dual Language Learners

Wyoming has two significant populations that are impacted by language learning and literacy as English Learners and Dual Language Learners: Shoshone and Arapaho tribal members and an emerging Latino population, largely from Mexico.

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The Wind River Reservation, located in the central part of Wyoming is home to two tribes: Arapaho and Shoshone. The origins of the tribal languages are distinct from one another, and efforts have been made by elders and tribal leaders to preserve both languages. Language is part of one's identity and efforts have been made to integrate the indigenous languages into literacy efforts. The oral tradition and storytelling of the tribes has also been woven into efforts to capture the stories in written form. Both of these need to be recognized, along with culture as revitalization efforts continue through the tribes.

Wyoming has seen an increasing number of immigrants coming into the state. While the majority children are from Mexico, there are differences in dialect and vocabulary. Due to this rapid population growth, support needs to be developed for programs across the state to understand the challenges of a very diverse Latino population. For young children birth to 5, the research is clear that supporting the native language of young non-English speakers supports the transition to learning English. This may mean engaging native speakers in efforts to support Spanish acquisition for the accurate modeling of Spanish language and grammar, as well as native English speakers who can model English in dual or two way-immersion programs. Teton County, in Wyoming, is spearheading efforts to implement these programs.

Wyoming is a member of the WIDA (World-Class Instructional Design and Assessment) consortium so that evidence-based practices are being implemented for literacy in standards and assessment. At the district level, there are a variety of programs utilized with various levels of implementation, often based primarily on staffing available. Research needs to be conducted in Wyoming to assist programs/districts with guidance, professional development, and family engagement.

Because some families also need support in their own acquisition of English literacy, linking literacy for the diversity of families into family literacy programs such as EvenStart, GED programs and interpreters, will allow parent and caregivers to fully support literacy development as their child moves through the birth-grade 12 system.

According to the Center for Educational Statistics, the population of Hispanic students rose from 6242 in 2000 to 9095 in 2008. The increase has been greater in some school districts where 30% of a school's student home language is Spanish. The birth rate is also increasing among the Latino population.

Wyoming needs to understand the challenges that face our increasingly diverse population. Learning begins with the learner's frame of reference, so culture/language cannot be separated from schooling. Programs/districts need to focus on assessment and identification of their needs, as well as intervention and recommendations for instruction.

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Professional development is essential for teachers of EL/DLL students. Programs/districts must consider the unique culture of its population as it implements change.

New Literacies

As we work to prepare Wyoming students for the demands of the 21st century, we pay attention to and value the various ways in which literacy is prevalent in our society. That is, we acknowledge the importance of the New Literacies (Lankshear & Knobel, 2006). This approach to literacy and education recognizes that there are connections among forms of literacies and cultures (New London Group, 1996 ; Heath, 1983; Street, 1984); that literacy is not confined to print text, but includes multiple forms of literacies or multiliteracies (New London Group, 1996) and multiple modes of meaning making, or multimodality (Jewitt & Kress, 2003). In addition, we see the increasing impact of digital technology, the Internet, and social networking both in terms of how students interact with a variety of forms of text and how instruction can be carried out to assist them with such interactions (Leu, Kinzer, Coiro, & Cammack, 2004).

Acknowledging the importance of the New Literacies in Wyoming should lead to changes in instructional focus, such as participatory forms of instruction, culturally-relevant pedagogy, connections between in-school and out-of-school learning, emphasis on inquiry-oriented learning; and the use of digital tools for instruction and assessment.

Students with Disabilities

The Individuals with Disabilities Education Act **(**IDEA) is the legal authority for the provision of instructional services to students with disabilities in Wyoming. Instruction is based on the unique needs of the individual student; this is known as FAPE (Free Appropriate Public Education for Students, Section 504 of the Rehabilitation Act of 1973). Individual needs are identified and addressed through the student's Individualized Education Plan (IEP). Instruction is delivered on a continuum including accommodations and modifications within the classroom. Wyoming facilitates and educates adult family involvement through community supports such as Community Development Centers and Head Start which offer diagnostic, student and family support services.

Planning and programming for students with disabilities, cannot be left to chance. Instruction needs to be explicit, data-driven and delivered with fidelity. Transitions between each of the age bands need to be collaboratively planned and implemented. For these students, particularly those who struggle in reading, consideration of motivation and engagement is paramount to graduation.

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Writing and Discussing

Even from a young age, children are in the process of becoming literate and making connections between themselves and their environments. They are learning about reading, speaking, and writing at home and in their communities as they participate in culturally situated literacy practices. These authentic learning experiences help children develop language and oral and written expression of the language. Effective instructional strategies in elementary and secondary school settings must include a balanced approach between craft elements and process, which are cyclical in nature and increase in sophistication.

Wyoming educators recognize the connections readers make between what they read and write provide learning opportunities that increase reading comprehension and achievement in written expression. Engagement and comprehension of text increases when students write about the text they have read. This may include summarization, taking notes or writing questions about the text. This recoding process improves comprehension and vocabulary and increases fluency. (Graham & Perin, 2007) Research by Fitzgerald and Shanahan in 2000 reported in Writing Next (2007) offered these conclusions:

> Beginning in approximately fourth grade, students should be able to monitor their own understanding of text they read and write and repair errors they have made. Domain knowledge is expected to expand considerably from this time, with related growth in vocabulary knowledge for both reading comprehension and writing.

Discussion about the ideas in texts is highly motivational. Students who struggle tend to experience less of this highly engaging classroom activity. All students need an equal opportunity to explore resources and relevant ideas through discussion.

Instruction in these skills and processes is needed in order to provide a focus for reading, speaking, and writing instruction in the state of Wyoming.

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Recommendations for Comprehensive Literacy Planning

As the team of experts from across the state examined best next steps for leading literacy in Wyoming over the next five years and accomplishing the three goals they have set for the literacy plan, they agreed upon a set of broad recommendations that are linked to each of the five interconnected core components. These recommendations frame the Wyoming Literacy Planning Guide and will frame the Five-Year Comprehensive Implementation Plan.

RECOMMENDATION #1

- **Standards/Alignment. Provide** ongoing communication and implementation guidance for Early Learning Guidelines and Common Core State Standards in order to assure a coherent literacy instruction framework.

Includes features such as:

- Inventory of Alignment Issues within Birth- Grade12 Assessment & Curriculum (vertical & horizontal)
- Implementation of Common Core State Standards
- Information & Supports for Birth-Grade 12 Educators, Citizens, and Higher Education Leaders

***Set state literacy goals and standards, ensuring alignment with curricula and assessments, and raising literacy expectations across the curriculum for all students in all grades.* (NASBE, Reading at Risk, 2005)**

RECOMMENDATION #2

- **Assessment/Data Usage. Expand** and **deepen** the system of assessment and data usage available within Wyoming communities from birth-grade 12 to inform instructional decision-making that will challenge all students to proficient and advanced literacy. Use authentic assessments, ones that inform instruction and indicate program success while not impeding classroom instruction time any more than necessary.

We assess our effectiveness on the basis of results rather than intentions. Individuals, teams and schools seek relevant data and information and use that information to promote continuous improvement. (Dufour, Dufour, & Eaker, 2002)

Including features such as:

- Inventory of School and Community Assessment Practices
- Action Plan for Coordinated Data Collection

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- Guidance on Use of Formative Assessments
- Implementation of Consistent Assessment Data Usage

RECOMMENDATION #3

➲ **Instruction/Intervention. Provide** guidelines needed to assure clarity of expectations for birth-grade 12 literacy instruction and intervention as well as the **supports** necessary to encourage best practices at all levels of instruction.

Including features such as:

- Dissemination of evidence-based practices
- Gains for diverse learners
- Research-based system of supports for early childhood literacy
- Partnerships in family literacy

> ***…institutional improvement is driven by changes in people, resulting from their new understandings, new skills, and new ways of coordinating their work. The closer the person to the student, the greater the leverage for improving the child's learning (*Redding and Walberg, 2008*).***

RECOMMENDATION #4

➲ **Professional Development/Resources. Build** the knowledge base of educators regarding evidence-based birth-grade 12 literacy practices at both the pre-service and ongoing professional development levels and **provide** ongoing resources for educators, parents, and the larger community.

Including features such as:

- Needs assessment and plan development for birth-grade 12 professional development
- Statewide model of systematic, embedded approaches to professional development

> ***Putting a quality teacher in every classroom is key to addressing the challenges of reading achievement in schools* (IRA *Teaching Reading Well*, 2007)**
>
> ***School-based literacy coaches prepare teachers to use instructional practices that boost student achievement in reading* (Russo, 2004).**

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- Ongoing evaluation of professional development implementation
- Dissemination of information on what works

RECOMMENDATION #5

- **Leadership/Partnerships for Sustainability. Develop** and **support** superintendent and principal knowledge as well as a network of statewide birth-grade 12 literacy leaders (parents, teachers, providers, districts, and institutions) committed to working together to address the barriers to literacy and improving literacy achievement across the state of Wyoming.

Including features such as:

- Ongoing state literacy team
- Statewide coordination and infrastructure
- Targeted birth-grade 12 literacy plans/teams
- Literacy leadership pathways
- Resources to meet the needs of struggling readers and writers
- Literacy supports for community leaders

Through a school's literacy team and literacy plan, the process of developing priorities with potential to motivate significant and lasting change around specific student achievement concerns is possible. (Bedenbaugh, et al, 2007).

The five recommendations for literacy planning described above will be implemented over a five-year period beginning September 2011 and will involve the collaboration of the Wyoming Department of Education, local districts and schools, higher education institutions, and community partners. The State Literacy Team has developed a Literacy Planning Guide that details the actions expected from birth-grade 12. This guide will assist the network of literacy leaders across the state in addressing barriers to literacy and improving literacy achievement.

The State Literacy Team will craft a Five-Year Comprehensive Implementation Plan directly linked to these guidelines. By September 2016, it is anticipated that the fully implemented comprehensive literacy plan will be instrumental in helping all students achieve proficiency and beyond in reading, writing, and language development and prepare them for success in college and the workplace.

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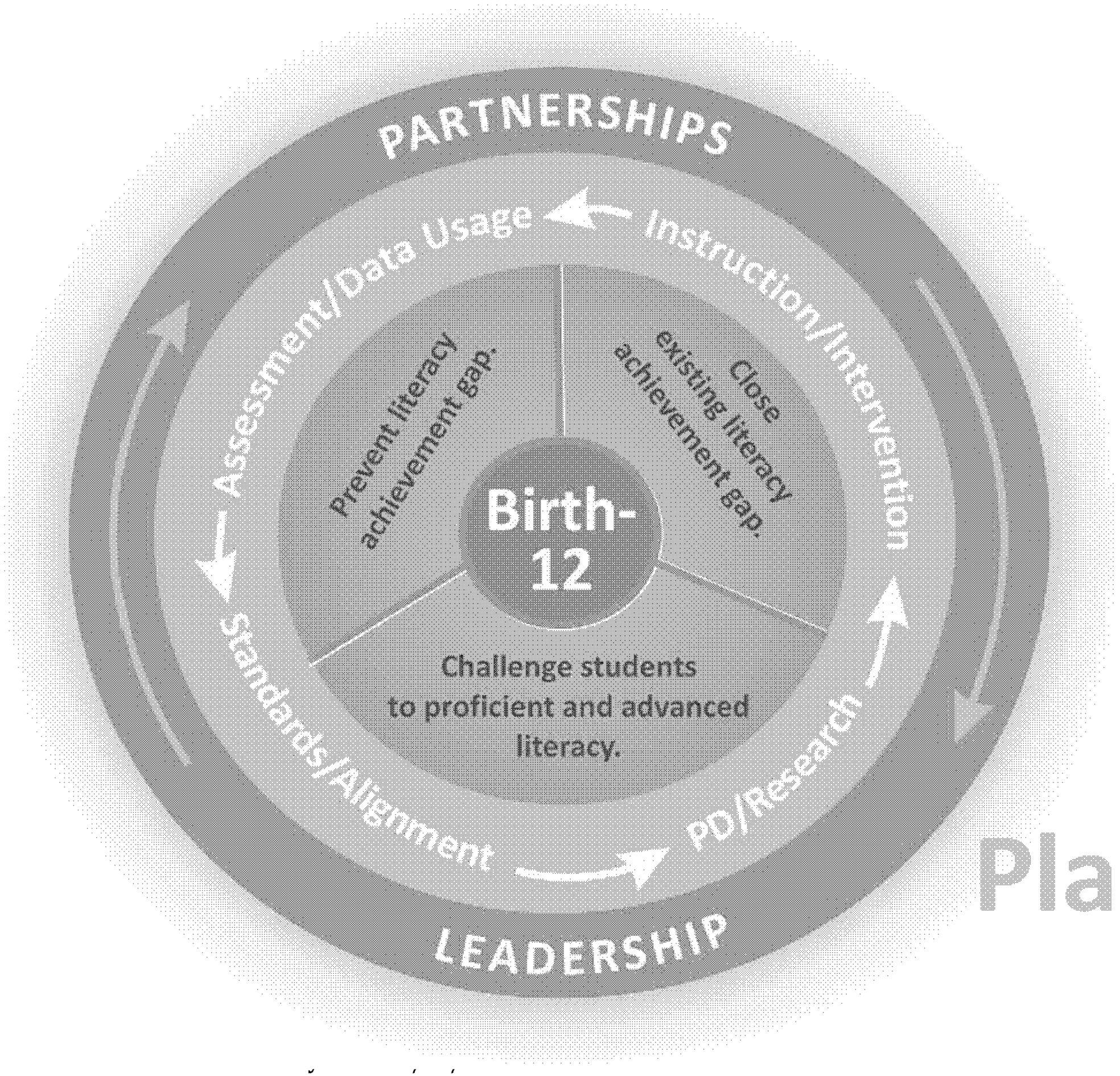

Wyoming Department of Education

Literacy Planning Guide

Wyoming State Superintendent of Public

Birth-Grade 12

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Wyoming State Superintendent of Public

Wyoming Birth-Grade 12 Literacy Planning Guide

Key Recommendation #1. Standards/Alignment

Provide ongoing communication and implementation guidance for Early Learning Guidelines and Common Core State Standards for English/Language Arts in order to assure a coherent literacy assessment and instruction framework.

Standards/ Alignment	Birth-Grade 12	Birth-5	Kindergarten-Grade 5	Grades 6-12
Includes features such as	Complete alignment of current Wyoming standards	Revise and ensure the Early Learning Guidelines are aligned with the Common Core State Standards and Head Start Outcomes	Communicate the matrix comparing current standards to Common Core State Standards Implement gap analysis	Communicate the matrix comparing current standards to Common Core State Standards Implement gap analysis in all content areas
• **Inventory** of Alignment Issues within Birth-12 Assessment & Curriculum (vertical & horizontal) • **Implementation** of Common Core State Standards • **Information & Supports** for	Determine current capacity for assessing aligned Wyoming standards	Determine current capacity for assessing aligned Wyoming standards	Determine current capacity for assessing aligned Wyoming standards	Determine current capacity for assessing aligned Wyoming standards
	Plan for ongoing communication & implementation of aligned 21st C standards across birth-grade 12 education community	Plan for ongoing communication & implementation of aligned 21st C standards across birth-grade 12 education community	Plan for ongoing communication & implementation of aligned 21st C standards across birth-grade 12 education community	Plan for ongoing communication & implementation of aligned 21st C standards across birth-grade 12 education community

Birth-12 Educators, Citizens, and Higher Education Leaders	Complete inventory of birth-grade 12 vertical and horizontal alignment issues in implementing curriculum across content areas and grade levels	Complete inventory of birth-grade 12 vertical and horizontal alignment issues in implementing curriculum across content areas and grade levels	Complete inventory of birth-grade 12 vertical and horizontal alignment issues in implementing curriculum across content areas and grade levels	Complete inventory of birth-grade 12 vertical and horizontal alignment issues in implementing curriculum across content areas and grade levels
	Plan and implement professional development for effective use of the Common Core State Standards	Plan and implement professional development for effective use of the Common Core State Standards and the alignment to state assessments	Plan and implement professional development for effective use of the Common Core State Standards and the alignment to state assessments	Plan and implement professional development for effective use of the Common Core State Standards and the alignment to state assessments
	Communicate to Wyoming citizens the need for implementing high standards birth-grade 12 to assure accountability for results	Communicate to Wyoming citizens the need for implementing high standards birth-grade 12 to assure accountability for results	Communicate to Wyoming citizens the need for implementing high standards birth-grade 12 to assure accountability for results	Communicate to Wyoming citizens the need for implementing high standards birth-grade 12 to assure accountability for results

Wyoming Birth-Grade 12 Literacy Planning Guide

Key Recommendation #2. Assessment/Data Usage

Deepen the understanding and usefulness of the system of assessment and data usage available within Wyoming communities from birth- grade 12 to inform instructional decision-making that will challenge all students to proficient and advanced literacy.

Assessment/ Data Usage	Birth-Grade 12	Birth-5	Kindergarten-Grade 5	Grades 6-12
Includes features such as • **Inventory** of School and Community Assessment Practices	Complete an inventory of assessment practices and tools used within all schools and communities with special attention to formative/summative assessment.	Complete an inventory of assessment practices, screenings, and tools used within all schools and communities with special attention to formative/summative assessment.	Complete an inventory of assessment practices and tools used within all schools and communities with special attention to formative/summative assessment.	Complete an inventory of assessment practices and tools used within all schools and communities with special attention to formative/summative assessment.
• **Action Plan** for Coordinated Data Collection	Determine the resources and actions needed to develop a coordinated data collection and dissemination system for birth-grade 12 assessment data.	Determine the resources and actions needed to develop a coordinated data collection and dissemination system for birth-grade 12 assessment data.	Determine the resources and actions needed to develop a coordinated data collection and dissemination system for birth-grade 12 assessment data.	Determine the resources and actions needed to develop a coordinated data collection and dissemination system for birth-grade 12 assessment data.
• **Guidance** on Use of Formative Assessments	Develop and disseminate guidance on local use of literacy-related formative assessments to gauge student progress.	Develop and disseminate guidance on local use of literacy-related formative assessments to gauge student progress.	Develop and disseminate guidance on local use of literacy-related formative assessments to gauge student progress.	Develop and disseminate guidance on local use of literacy-related formative assessments to gauge student progress.
• **Implementation** of Consistent Assessment Data Usage	Implement the consistent use of assessment data to determine practices and interventions needed for students, including those not meeting kindergarten and college readiness	Implement the consistent use of assessment data to determine practices and interventions needed for students, including those not meeting kindergarten standards.	Implement the consistent use of assessment data to determine practices and interventions needed for students, including those not meeting college readiness standards	Implement the consistent use of assessment data to determine practices and interventions needed for students, including those not meeting college readiness standards.

Assessment/	Birth-Grade 12	Birth-5	Kindergarten-Grade 5	Grades 6-12
	standards.			

Wyoming Birth-Grade 12 Literacy Planning Guide

Key Recommendation #3. Instruction/Intervention

Provide state level **guidance** needed to assure clarity of expectations for birth-grade 12 literacy instruction and intervention as well as the **supports** necessary to encourage research-based best practices at all levels of instruction.

Instruction/ Intervention	Birth-Grade 12	Birth-5	Kindergarten-Grade 5	Grades 6-12

Instruction/ Intervention	Birth-Grade 12	Birth-5	Kindergarten-Grade 5	Grades 6-12
Includes features such as: • **Dissemination** of Evidence-based Practices • **Gains** for Diverse Learners • **Research-based System** of Supports for EC • **Partnerships** in Family Literacy	Create a statewide system of support to disseminate research-based knowledge of children's literacy development and effective literacy instruction practices, including content-area/discipline-specific literacy, writing, and vocabulary.	Ensure universal access to high quality, research-based professional development in all areas of literacy instruction and intervention	Improve collaboration/integration and partnerships between various initiatives Ensure universal access to high quality, research-based professional development in all areas of literacy instruction and intervention Ensure that school librarians/media specialists have appropriate certification	Improve collaboration/integration and partnerships among various initiatives Ensure universal access to high quality, research-based professional development in all areas of literacy instruction and intervention Explore requiring pre-service coursework in content area literacy Develop and disseminate a systematic approach/structure to teaching middle school/high school reading and writing in both reading classes and content area classes
	Assure gains for diverse learners, including but not limited to EL, culturally-diverse students, and children with disabilities through evidence-based instruction and intervention	In collaboration with other early childhood programs and agencies, provide research-based literacy instruction that is culturally diverse and meets the needs of a wide range of abilities of the community and the individual child	Assure universal access to research-based literacy instruction that is culturally diverse and meets the needs of a wide range of abilities of the community and the individual child	Assure universal access to research-based literacy instruction that is culturally diverse and meets the needs of a wide range of abilities of the community and the individual child
	Create a research-based statewide system for helping early childhood programs, schools, & districts evaluate curriculum, instructional materials,	Collect and disseminate existing web-based resources	Collect and disseminate existing web-based resources	Collect and disseminate existing web-based resources

Instruction/ Intervention	Birth-Grade 12	Birth-5	Kindergarten-Grade 5	Grades 6-12
	and approaches			
	Promote family literacy by creating partnerships and awareness	Collaborate with families and caregivers to support environments that promote early childhood literacy development	Collaborate with families and caregivers to support environments that promote ongoing literacy development and engagement	Collaborate with families and caregivers to support environments that promote ongoing literacy development and engagement

Wyoming Birth-Grade 12 Literacy Planning Guide

Key Recommendation #4. Professional Development & Resources

Build the knowledge base of educators regarding evidence-based Birth-Grade 12 literacy practices at both the pre-service and ongoing professional development levels and **provide** ongoing resources for educators, parents, and the larger community.

Professional Development & Resources	Birth-Grade 12
	Develop a plan for a statewide model of professional development, based on a needs assessment (birth-grade 12). PD individualized for specific stakeholder groups (leadership, teachers, parents, etc). Provide for the diversity of teacher and student needs.
Includes features such as: • **Needs Assessment** and **Plan Development** for birth-grade 12 PD • **Statewide Model** of Systematic, Embedded Approaches to PD • **Ongoing Evaluation** of PD Implementation • **Dissemination** of Information on What Works	Implement a statewide model of professional development that emphasizes systematic, embedded approaches (with follow-up) at all levels. PD individualized for specific stakeholder groups (leadership, teachers, parents, etc). Provide for the diversity of teacher and student needs.
	Ensure ongoing and systematic statewide progress monitoring, support, and program evaluation; data collected should be used to modify the professional development model and implementation.
	Identify and communicate what works in literacy assessment and instruction birth-grade 12 assuring dissemination of information about available professional development opportunities to local education agencies, institutions of higher learning, and community service centers.

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Key Recommendation #5. Leadership/Partnerships for Sustainability

Develop and **support** a network of statewide birth-grade 12 literacy leaders (parents, teachers, providers, districts, and institutions) committed to working together to address the barriers to literacy and improving literacy achievement across the state of Wyoming.

Leadership/ Partnerships for Sustainability	Birth-Grade 12
Includes features such as: • Ongoing State Literacy Team • Statewide Coordination and Infrastructure • Targeted Birth-Grade 12 Literacy Plans/Teams • Literacy Leadership Pathways • Resources to Meet the Needs of Struggling Readers and Writers • Literacy Supports for Community Leaders	Provide explicit training in literacy to district and school leaders. Establish an ongoing State Literacy Team with strategic representation, clear roles and responsibilities, and effective communication strategies needed to lead the actions of local literacy teams.
	Support districts, schools, as well as early care and education in actively implementing literacy plans and using data to target literacy growth.
	Provide enhanced pre-service training programs and pathways for literacy leadership and instruction for birth to grade 12 leaders.
	Provide administrators, school boards, and community partners with resources to clearly define literacy team roles for crafting and successful implementation of literacy plans.
	Align pre-service training and professional development with literacy practices, including language acquisition and literacy for special populations.
	Provide support through professional development and technical assistance to community leaders on literacy development from birth to grade 12 (e.g., school boards, interagency councils, Early Childhood State Advisory Council, community partners, health providers and parent associations).
	Align WDE divisions, teams, initiatives, with a literacy focus.
	Provide a state literacy evaluation plan that will assure program accountability and accomplishment of literacy performance goals.

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Appendix A: State Literacy Team Roster and Representation

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Wyoming State Literacy Team

9/22/10

Name	Current Position	0-5	K-5	6-12	School	District	State	Lit Program Eval	RtI Models	Screen/Perf Meas	SR	ELL	SD	PD Provider	Teacher prep/accr	Additional Qualifications
		Literacy Dev			Lit Program Mngmnt						valid intervention					Team member qualifications to meet Striving Readers Comprehensive Literacy Plan assurances
Lynda Collins Facilitator	Early Learning Supervisor WDE, EQ&A Division	X	X	X	X	X	X	X	X	X	X	X		X	X	RF State Director, RA&I Program Manager, K-12 Reading Endorsement
Darcy Acord	Young Adult Coordinator Campbell County Public Library			X	X				X	X						Certified librarian, former English/ Spanish teacher
Jillian Balow	Supervisor WDE, EQ&A Division		X	X	X	X	X	X	X	X	X			X		Reading First State Coordinator, IF Program Manager
Michael Bond	Exec Director/Curr& Instr Natrona County School Dist #1		X		X	X		X	X	X	X					Reading Goal Team Chair, RA&I Task Force
Karen Delbridge	Language Arts Coordinator Laramie County School Dist #1		x	X	X	X		X		X	X			X	X	Content area literacy, former English teacher PhD, former Instructional Facilitator, Reading k-12 endorsement
Kenya Haynes	Title I-D Program Manager WDE, Federal Program Division		X	X											X	At Risk Task Force, former classroom teacher w/ reading specialization
Roger Larsen	Title I Director Campbell County School Dist #1			X	X					X	X					Principal K-6 virtual school & PreK Program
Samara Madrid	Asst Prof/Elementary & EC University of Wyoming	X								X				X	X	Researcher, Language Arts Standards Committee
Patrick Manyak	Assoc Prof/Elementary & EC University of Wyoming	X	X		X				X	X	X	X		X	X	Researcher, National RF Higher Ed Consortium, PhD/lang,literacy,learning
Edie Ring	Educ Consultant WDE, EQ&A Division		X	X			X	X	X	X	X	X	X	X	X	Former Special Education Director, RtI Coordinator, NCA Accreditation
Leslie Rush	Assoc Prof/Secondary Education University of Wyoming			X		X		X		X	X	X	X	X	X	Researcher on PD in content area lit in WY schools, Masters & PhD in reading
Karma Sanders	PreK-5 Principal Big Horn School Dist #1	X	X		X				X	X	X		X			Reading First School Administrator
Betsy Schmick	Educ Consultant, Early Learning WDE, EQ&A Division	X								X				X		CLASS Trainer/State Coordinator Early Head Start & Head Start Trainer
Pam Shea	Superintendent Teton County School District #1		X	X	X	X		X	X	X	X	X	X			ELL planning Dual Immersion
Susan Shipley	Supervisor, State Inviatives & Professional Development WDE, Special Programs Division		X		X		X	X	X	X	X		X	X		Masters in Reading RtI
Anita Sullivan	Educ Consultant, EC Development WDE, EQ&A Division	X	X		X	X		X	X	X	X	X	X	X	X	TANF Program Manager, IF-K Facilitator, EC National Board Cert, Adult Literacy
Lynda Wyss	Instructional Facilitator Hot Springs County School Dist #1			X	X	X	X			X	X			X		K-12 Reading Endorsement, Masters in Reading
Vonda Wells	English Language Learner Fremont County SD #38	X	X	X	X	X				X	X	X	X	X		Chair Wind River Reservation Kids First Partnership, Dual Immersion
Kendra West	Chair/EC State Advisory Council Uinta County School Dist #1	X			X			X						X		Local School Board Member Birth-5 Program Administrator
Acronyms defined in chart on next page																

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Acronyms Used in Matrix	
EC	Early Childhood
ELL	English Language Learner
EQ&A	Educational Quality & Accountability
IF	Instructional Facilitor
IF-K	Instructional Foundations for Kindergarten (WY School Readiness Assessment)
PD	Professional Development
SD	Students with Disabilities
SR	Struggling Readers
RA&I	Reading Assessment and Intervention (Wyoming State Statute 21-3-401)
RtI	Response to Intervention
TA	Technical Assistance
WDE	Wyoming Department of Education

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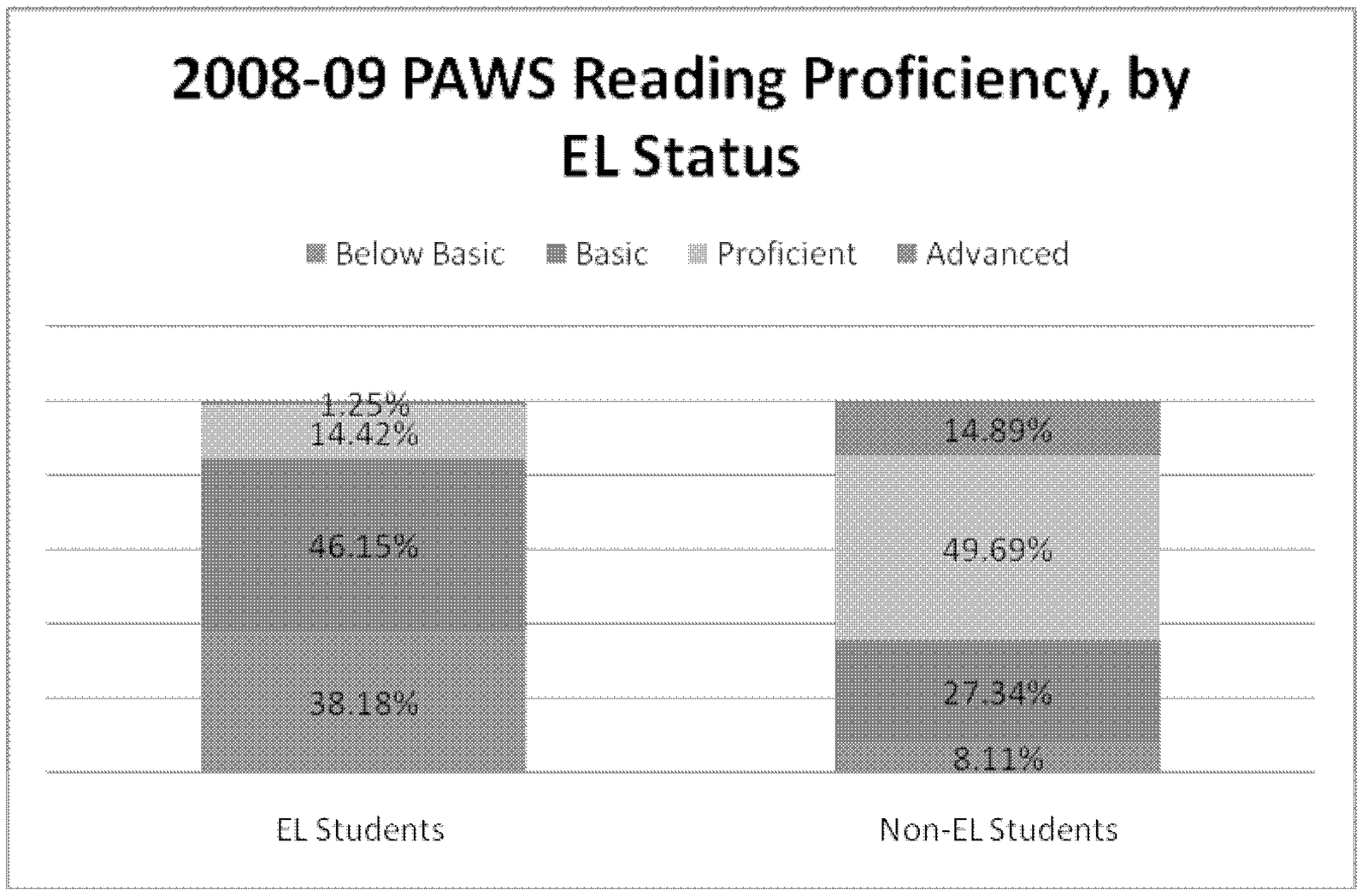
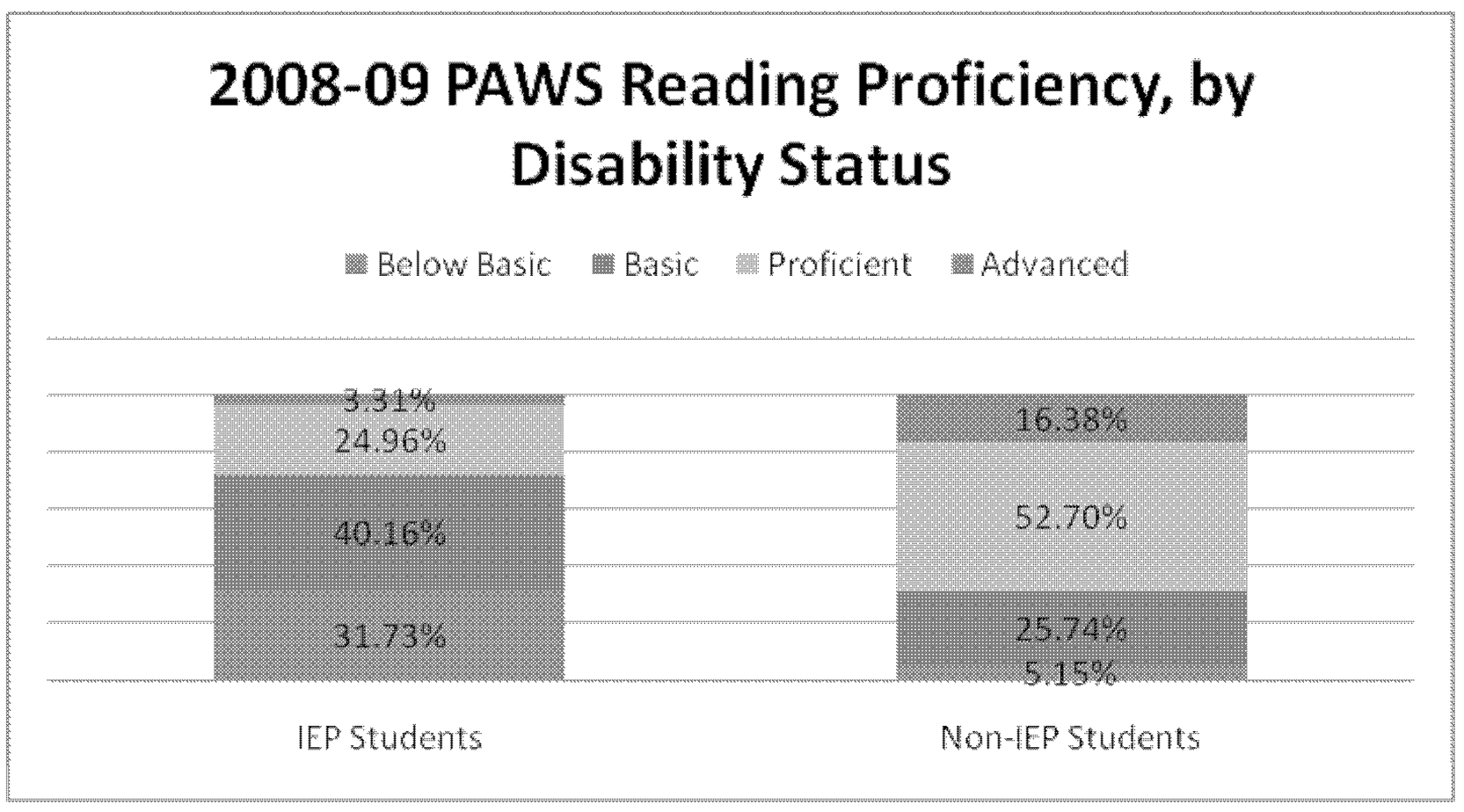
Appendix B: State Assessment Results. Tables 1-9

Table 1



*Data represents all students in grades 3, 4, 5, 6, 7, 8, and 11

Table 2



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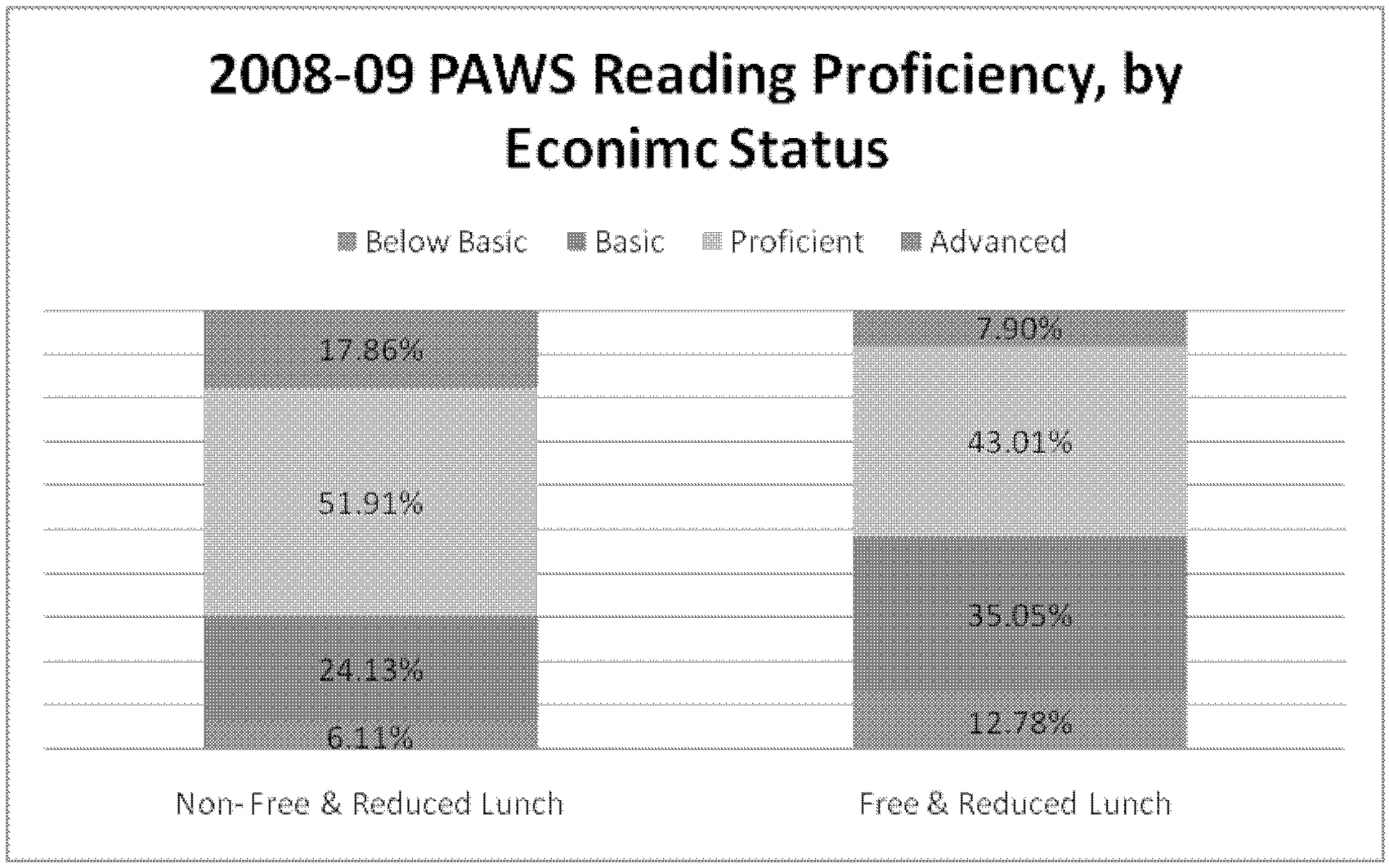
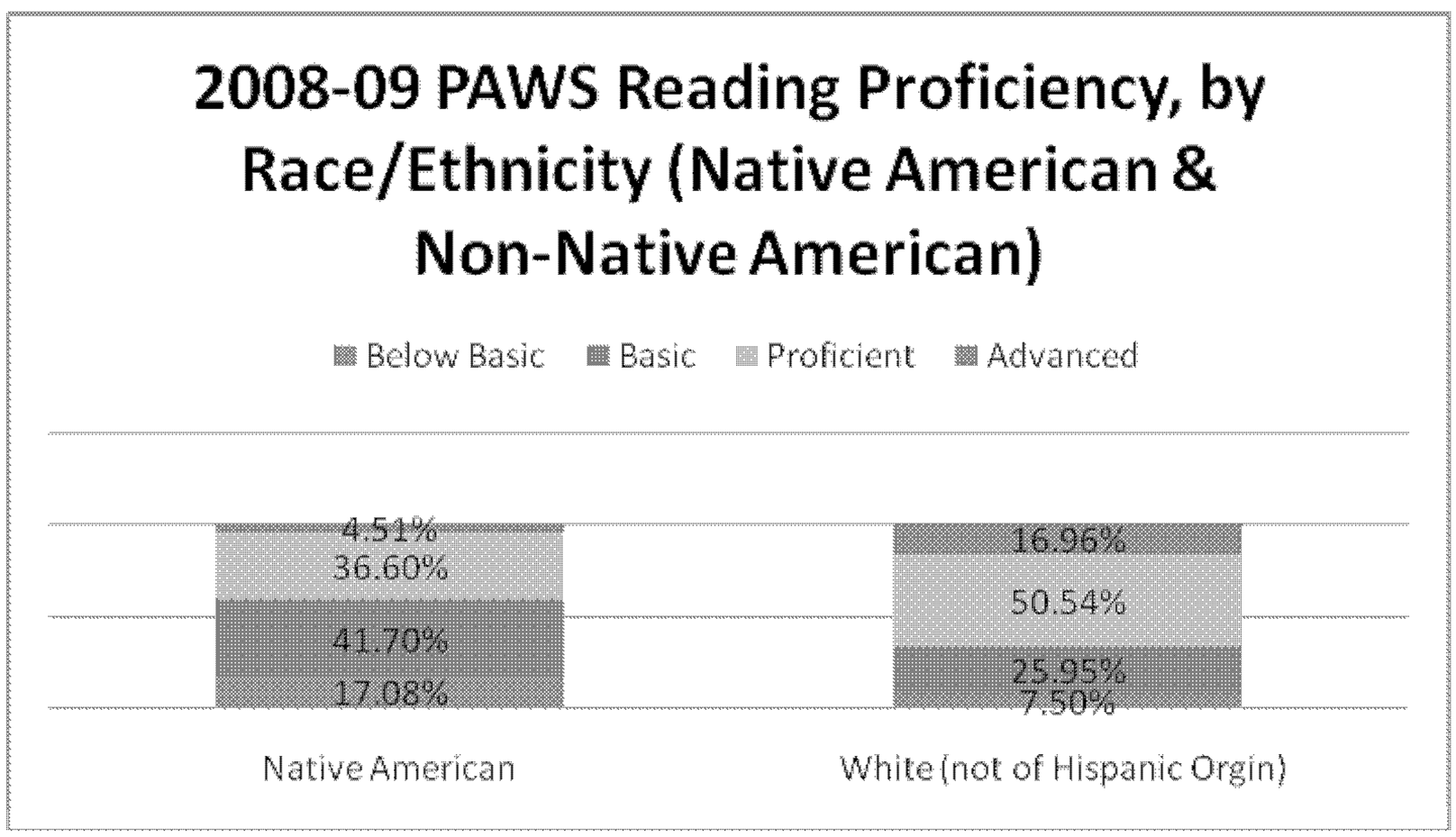
*Data represents all students in grades 3, 4, 5, 6, 7, 8, and 11

Table 3



*Data represents all students in grades 3, 4, 5, 6, 7, 8, and 11

Table 4



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*Data represents all students in grades 3, 4, 5, 6, 7, 8, and 11

Table 5

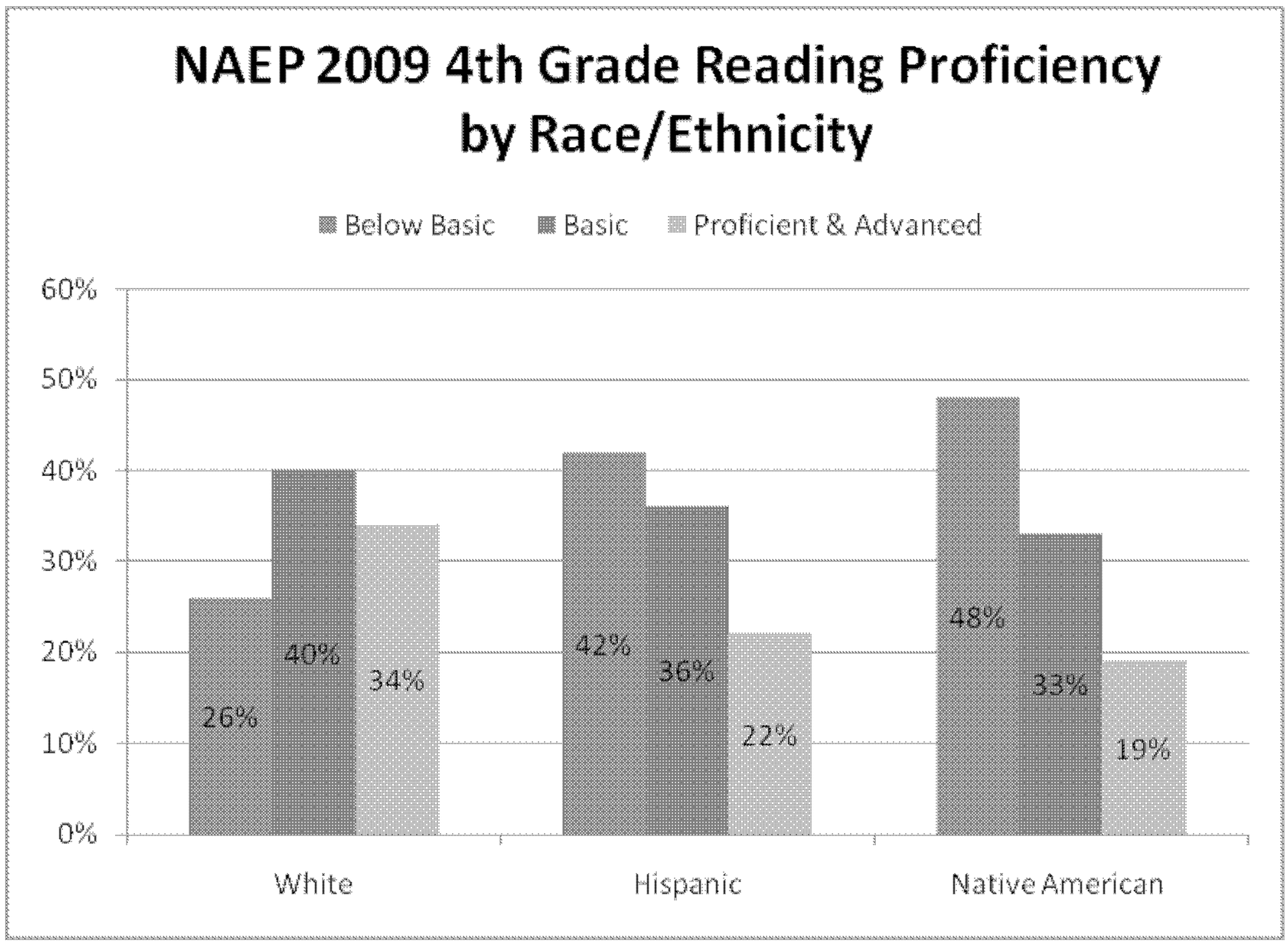

Table 6

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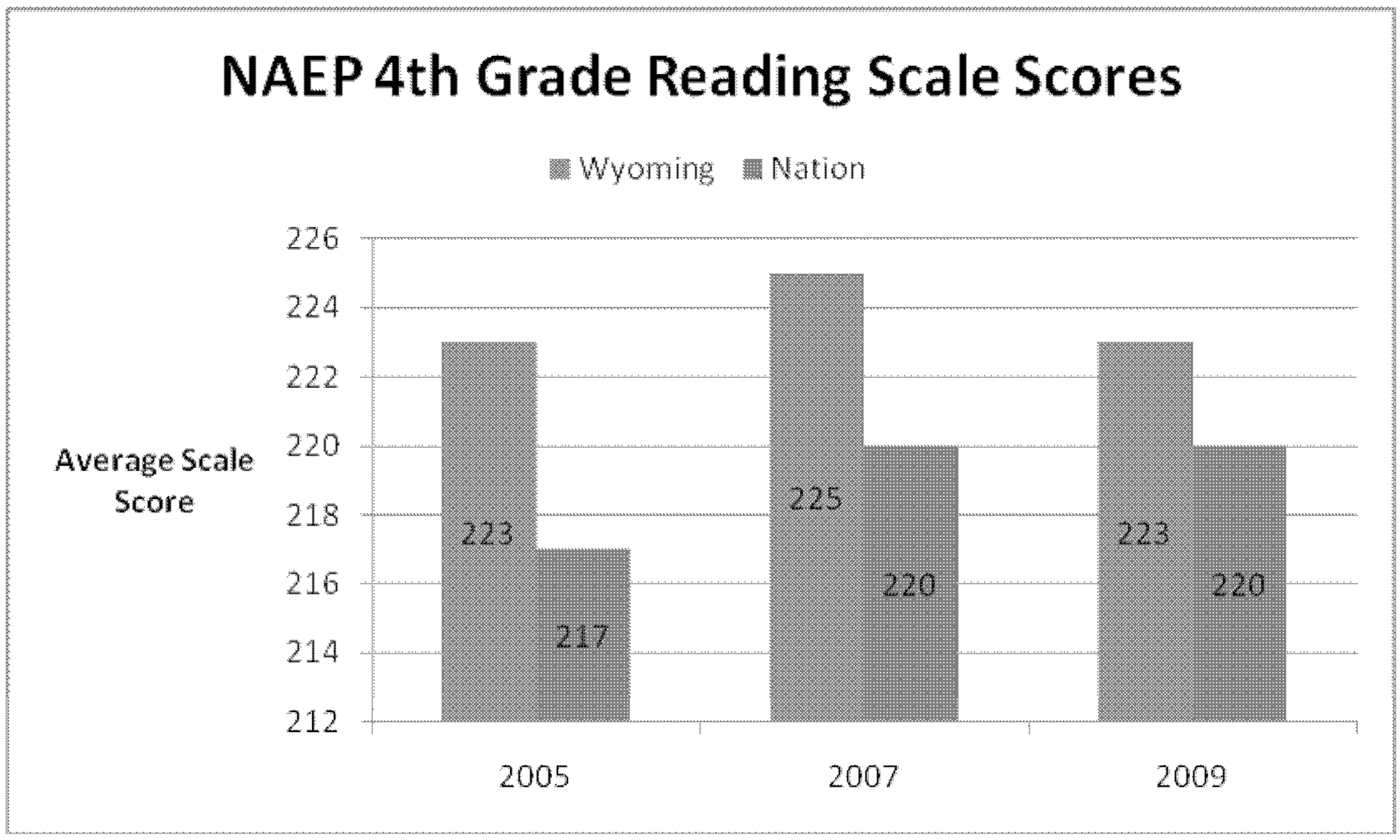

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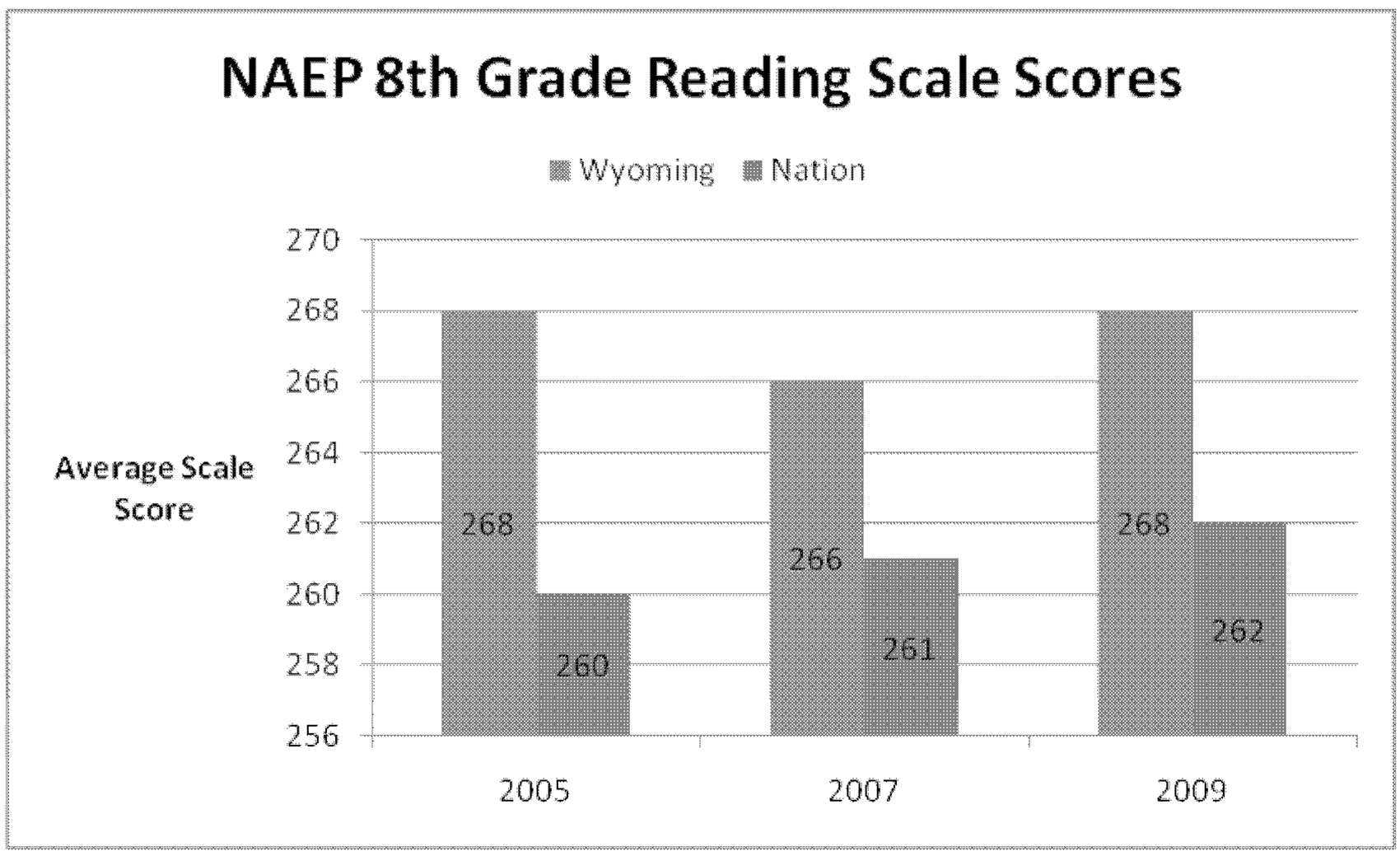

Table 8

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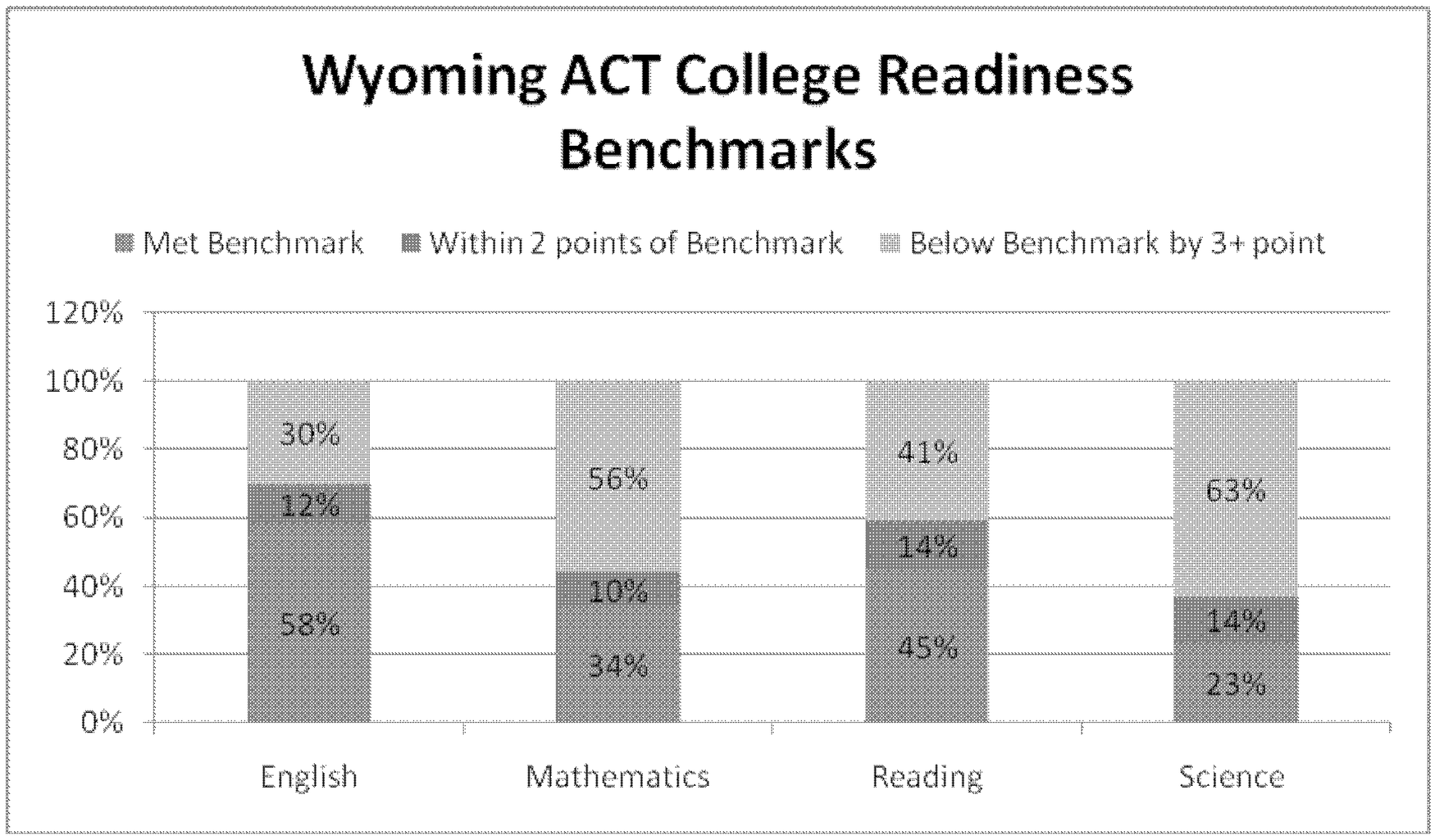

Percent of ACT –tested high school graduates meeting College Readiness Benchmarks, 2010

Table 9

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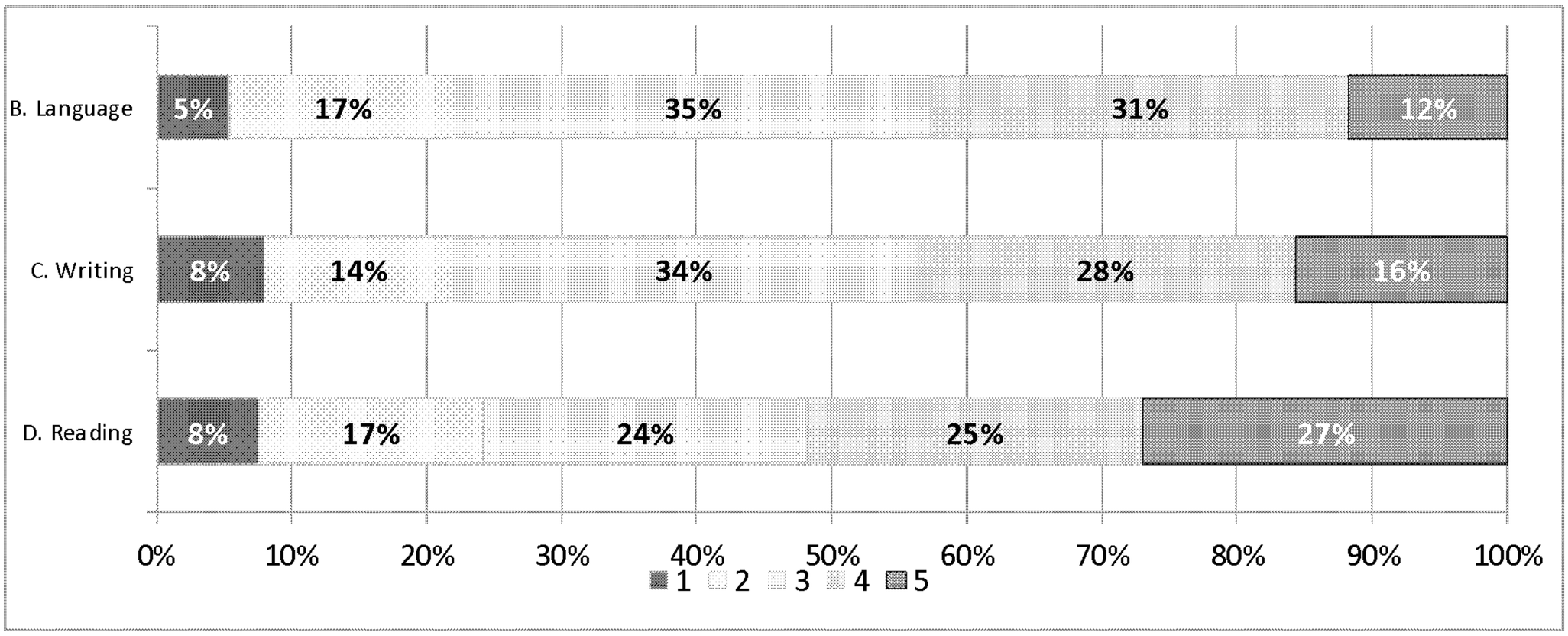

Fall 2010 Kindergarten Scores on the IF-K, percent of students who received a given score.

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WYOMING LANGUAGE ARTS
CONTENT AND PERFORMANCE STANDARDS

RATIONALE

The era of educational reform began thirty years ago with challenges forwarded in the document, *A Nation at Risk*. Yet, little has changed. Some argue that the number of students at risk has increased. Too many students fall farther behind the longer they are in school. Other students disengage from the routine of school during secondary school. Too many graduates are ill-prepared for crucial transitions to career and postsecondary education. Nationwide, an unacceptable number of students do not even graduate from high school. The democracy and the economy require young people to become active participants in the world of work and critical thinkers.

For this constellation of reasons, in 2010, the National Governors Association and the Council of Chief State School Officers came together. Together, they called for the creation and adoption of a set of Common Core Standards in language arts and mathematics to prepare students for success in a twenty-first century, globally-competitive society. As referenced in the introduction to the Common Core State Standards document, and verified through extensive evaluation by the Wyoming English Language Arts Standards Review Committee, these standards present rigorous and evidence-based literacy skills students need to access a varied and vast amount of complex print and digital information available in this globally-competitive society. The Common Core State Standards address critical skills and understandings for English language arts, and for multiple disciplines through the creation of literacy standards in history/social studies, science, and technical subjects.

In May 2010, after careful consideration, and with support from members of the English Language Arts Standards Review Committee, the Wyoming State Board of Education adopted the Common Core State Standards for Mathematics and English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. This standards document is a result of that action.

2011 WYOMING CONTENT AND PERFORMANCE STANDARDS CODING, ORGANIZATION, AND TERMINOLOGY

The Wyoming State Board of Education adopted the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects in their entirety for inclusion into the 2011 Wyoming Language Arts Content and Performance Standards. Additionally, after an extensive review of the Common Core State Standards document, the Wyoming Language Arts Standards Review Committee communicated a strong appreciation of this document's coding, organizational structure and terminology. Therefore, to preserve the integrity of the Common Core State Standards and the underlying intent of the content experts who

created the document, no content or formatting changes will be made in their adoption. For this reason, to ensure accessibility to all Wyoming education stakeholders during this transition period, it is important to point out the differences in coding, organization and terminology between the 2011 Wyoming Language Arts Content and Performance Standards (ELA Common Core State Standards) and the 2008 Wyoming Content and Performance Standards.

Coding

2008 Language Arts Wyoming Content and Performance Standards	2011 Language Arts Wyoming Content and Performance Standards (ELA Common Core State Standards)
Individual grade-specific benchmarks are identified by their content area, grade, standard number, benchmark letter, and, where applicable, sub-benchmark number. **Examples:** LAK.1B.2 Language Arts, Kindergarten, Standard 1, Benchmark B, Sub-benchmark 2. LA2.1C.4 Language Arts, Grade 2, Standard 1, Benchmark C, Sub-benchmark 4.	Individual College and Career Readiness anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable). **Examples:** RI.4.3 Reading, Informational Text, grade 4, standard 3 W.5.1a Writing, grade 5, standard 1a. *Remaining Strand designations include: Reading, Literature (RL), Speaking and Listening (SL), Language (L), Reading, Foundational Skills (RF).

The following section is designed to highlight the most pertinent differences in organizational structure and terminology between the 2011 Wyoming Language Arts Content and Performance Standards (ELA Common Core State Standards) and the 2008 Wyoming Language Arts Content and Performance Standards. For a detailed description and more in-depth understanding of the 2011 Wyoming Content and Performance Standards, refer to the introductory section and appendices of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, located at http://edu.wyoming.gov/ and www.corestandards.org.

Organizational Structure and Terminology

2008 Language Arts Wyoming Content and Performance Standards	2011 Language Arts Wyoming Content and Performance Standards (Common Core State Standards)
Three **Standards**: 1. Students use the **reading** process to demonstrate understanding of literary and informational texts. 2. Students use the **writing** process and use appropriate strategies to write a variety of expressive and expository pieces. 3. Students use **listening and speaking** skills for a variety of purposes and audiences.	Four **Strands**: 1. Reading 2. Writing 3. Listening and Speaking 4. Language
Benchmarks are written to individual grade levels in kindergarten through grade 8, and grade 11. Ninth through twelfth grade students work toward the achievement of the eleventh grade benchmarks.	**Standards** are written for individual grade levels in kindergarten through grade 8, and two-year bands in grades 9–12. Ninth grade students work toward the achievement of the tenth grade standards; eleventh grade students work toward the achievement of the twelfth grade standards.
Benchmarks for a single grade-level are presented on each page. While certain benchmarks are introduced at varying levels of complexity at multiple grade levels, the document was not created with the intent to show the linear progression of specific benchmarks, or skills, across grade levels.	**Standards** for several grade levels are presented on each page, displaying the linear progression of each standard, or skill, from one grade level to the next. *The grade-level/grade-band standards correspond to the College and Career Readiness (CCR) anchor standards by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.
Literacy standards and benchmarks are defined for English language arts with a strong focus on the reading and writing of narrative and informational texts; however, literacy standards are not explicitly identified for other content area disciplines.	Grades 6–12 are addressed in two content area sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s). This division reflects the unique, time-

	honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in literacy development as well.

Why are Standards Important?
Standards specify the essential learning that students must master. They provide a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum rather than prescribing courses, materials, or instructional methodology. Teachers ensure that students achieve standards by using a range of instructional strategies they select based on their students' needs.

PERFORMANCE LEVEL DESCRIPTORS

Performance Level Descriptors: These statements describe how well students must perform the standards. The "proficient" level is required to meet the standards. These descriptors help teachers judge how students are performing in relation to meeting the standards. General "policy level" definitions of these levels are provided below.

Advanced: Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Proficient: Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.

Basic: Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.

The Wyoming Language Arts Standards Review Committee drafted content-specific Performance Level Descriptors for grades 4, 8, and 12 in March 2011. These initial Performance Level Descriptors were refined by the Wyoming Department of Education to serve as a temporary guide to districts as they revise and create formative, interim, and summative assessments aligned to the standards. These performance level descriptors are subject to revision as details regarding future state assessment and accountability requirements are determined.

Grade 4 Advanced

The advanced student consistently demonstrates in-depth inferences and sophisticated applications of the grade 4 proficient content and skill expectations defined below.

Grade 4 Proficient

Reading of Literature and Informational Texts

The proficient student reads and comprehends a variety of literary and informational texts in the grades 4-5 text complexity band with sufficient accuracy and meaningful fluency. The student applies grade-level word analysis skills to decode words, determines the meaning of words and phrases as they are used in a text, including general academic and domain-specific words, and explains structural elements of various literary and informational text genres.

When reading *literature*, a proficient student:

- Draws on specific ideas and details to summarize the plot, infer a theme, describe a character, setting, or event, and explain literal and inferential interpretations.
- Compares and contrasts points of view, themes, topics, and patterns of events.
- Makes connections between the text of a story or drama and a visual or oral presentation of the text.*

When reading *informational* texts, a proficient student:

- Summarizes the main idea and key details of a text; selects and applies specific information from the text to summarize and explain events, procedures, and concepts; explains literal and inferential interpretations; and determines the thesis and the application of this thesis to broader topics and issues.
- Compares and contrasts two different accounts of the same event or topic and integrates information from two texts on the same topic to write or speak about the topic with accuracy, relevance and sufficiency.
- Interprets information presented visually, orally*, or quantitatively and uses informational text features and organizational structures to support comprehension.
- Explains how the author uses reasons and evidence to support particular points in the text.

Writing

Using the writing process in a variety of text types and purposes, the proficient student produces writing appropriate to a range of tasks, purposes and audiences. The student demonstrates grade-appropriate command of ideas and details, clear, coherent organization, voice, vocabulary, sentence development and conventions of standard English.

- With guidance and support from adults, the student uses technology to publish writing, demonstrating sufficient command of keyboarding skills.*
- The student gathers relevant information and evidence from multiple print and digital sources to support analysis and reflection of literary and informational texts and to conduct short research projects.*

When writing *opinion* pieces, the student:

- Uses reasons and information supported by facts and details to introduce and support a point of view on a topic or text.
- Provides an organizational structure to convey ideas and information clearly, including transition words and phrases and a conclusion related to the opinion presented.

When writing *informative/explanatory* pieces, the student:

- Uses facts, concrete details, quotations, illustrations, headings, definitions, precise language, and domain-specific vocabulary to introduce and develop a topic.
- Provides an organizational structure to convey ideas and information clearly, including transition words and phrases and a conclusion related to the information or explanation presented.

When writing *narrative* pieces, the student:

- Incorporates effective literary elements including dialogue, descriptive details, and precise word choice to develop real or imagined experiences or events.
- Organizes an event sequence that unfolds naturally, including an explicit or implied theme that follows from the narrated experiences or events.

Speaking/ Listening

The student engages independently and with diverse groups on grade 4 topics and texts, building on others' ideas and expressing his or her own ideas clearly and precisely.*

When speaking and/or listening, the student:

- Paraphrases information read aloud or presented in diverse media and formats.*
- Identifies reasons and evidence a speaker provides to support particular points.*
- Reports on a topic or text, or retells an event in an organized manner.*
- Adds audio recordings and visual displays to presentations when appropriate.*
- Differentiates between contexts which call for formal or informal discourse.*

Grade 4 Basic

The basic student, with help, demonstrates a limited understanding and application of the Grade 4 Proficient content and skill expectations defined above.

***Standards measurable using classroom-based assessments only**

Grade 8 Advanced

The advanced student consistently demonstrates in-depth inferences and sophisticated applications of the grade 8 proficient content and skill expectations defined below.

Grade 8 Proficient

Reading of Literature and Informational Texts	The proficient student reads and comprehends a variety of literary and informational texts, including literary nonfiction, at the high end of the grades 6-8 text complexity band. The student chooses flexibly from a range of strategies to determine the meaning of the text, to explain the organizational features of text, and to demonstrate understanding of the literary elements of text to convey tone and support meaning. The student applies grade-level skills to demonstrate understanding of words and phrases in text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone; and understands grade-appropriate general academic and domain-specific words. When reading *literature*, a proficient student: • Analyzes text for a central theme, its development over the course of the text and its relationship to story elements (character, setting, and plot); cites relevant and sufficient textual evidence to support literal and inferential interpretations; and provides accurate summaries. • Analyzes how dialogue, text structure, and point of view influence story elements such as plot and character development, meaning, mood, author style and tone. • Analyzes a filmed or live production as it relates to the original text, evaluating the choices made by the director or actors.* • Analyzes seminal and modern fiction and how it connects to historical literary references. When reading *informational/literary nonfiction*, a proficient student: • Analyzes text for a central idea, its development over the course of the text and relationship to supporting details; selects and applies relevant textual evidence to support literal and inferential interpretations, and provides accurate, sufficient summaries; analyzes how a text makes connections among and distinctions between individuals, ideas, and events. • Analyzes the structure of a paragraph and the role of particular sentences in concept development; determines author's viewpoint and purpose; and analyzes how the author responds to conflicting information. • Evaluates the advantages and disadvantages of presenting ideas in different text or multimedia formats. • Evaluates whether author's reasoning is sound, and evidence is relevant and sufficient; analyzes two texts on the same topic with conflicting information; and identifies how texts disagree on facts or interpretations.
Writing	Using the writing process in a variety of text types and purposes, the proficient student produces writing appropriate to a range of tasks, purposes and audiences. The student demonstrates grade-appropriate command of ideas and details, coherent, clear organization, voice, vocabulary, sentence development and conventions of standard English. • The student uses technology with appropriate keyboarding skills to publish writing, collaborate with others, and present relationships between information and ideas.* • The student gathers relevant information and evidence from multiple print and digital sources to support analysis and reflection of literary and informational texts, and to conduct short research projects; assesses the credibility and accuracy of each source; paraphrases and quotes information following a standard format for citations; and generates focused questions to further explore a topic.* When writing *opinion* pieces, the student: • Uses logical reasoning and relevant evidence from accurate, credible sources to support a claim and distinguish between opposing claims.* • Provides a logical organizational structure to convey reasons and evidence clearly, including transition words and phrases and a conclusion related to the argument presented. • Establishes and maintains a formal tone. When writing *informative/explanatory* pieces, the student: • Uses precise language, domain-specific vocabulary, and information including facts, concrete details, quotations, and definitions to introduce and develop a topic. • Provides an organizational structure to convey ideas and information clearly, including varied transition words and phrases and a conclusion related to the information or explanation presented. • Establishes and maintains a formal tone. When writing *narrative* pieces, the student: • Engages the reader by establishing a context, setting or point of view and introducing the narrator and/or characters. • Incorporates effective literary elements such as dialogue, pacing, descriptive details, and reflection, and uses precise word choice and sensory language to convey real or imagined experiences or events. • Organizes an event sequence that unfolds naturally, creating a smooth progression of events and including an explicit or implied theme that follows from the narrated experiences or events.
Speaking/ Listening	The student speaks independently and with diverse partners on a range of grade 8 topics and texts, posing relevant questions, connecting the ideas of several speakers, acknowledging new information presented, and building on others' information to express his or her own ideas clearly and precisely.* When speaking and/or listening, the student: • Analyzes the purpose of information presented in different media and formats, evaluates motives behind the presentation, and critiques the reasoning and relevance of the speaker's argument and claims.* • Adequately researches a topic and refers to findings when presenting claims, uses appropriate presentation skills (eye contact, adequate volume, clear pronunciation) and multimedia and visual displays, and adapts speech to a variety of contexts and tasks.*

Grade 8 Basic

The basic student, with help, demonstrates a limited understanding and application of the Grade 8 Proficient content and skill expectations defined above.

***Standards measurable using classroom-based assessments only**

Grade 12 Advanced	
The advanced student consistently demonstrates in-depth inferences and sophisticated applications of the grade 12 proficient content and skill expectations defined below.	
Grade 12 Proficient	
Reading of Literature and Informational Texts	The proficient student reads and comprehends a variety of literary and informational texts including literary nonfiction at the high end of the grades 11th grade text complexity band. The student chooses flexibly from a range of strategies to determine the meaning of the text, to explain the organizational features of the text and to demonstrate understanding of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. The student analyzes the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. The student accurately uses grade-appropriate general academic and domain-specific words. When reading *literature*, a proficient student: • Determines themes or central ideas of a text, analyzes their development over the course of the text including how they interact and build on one another; cites relevant and sufficient textual evidence to support literal and inferential interpretations; and provides accurate summaries. • Analyzes the impact of the author's choices regarding how to develop and relate elements of a story and how to structure specific parts of a text; explains how these choices contribute to the overall meaning and aesthetics. • Analyzes the point of view, distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). • Analyzes multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text.* • Demonstrates knowledge of foundational works of American and world literature, including how two or more texts from the same period treat similar themes or topics. When reading informational and *literary nonfiction*, a proficient student: • Determines two or more central ideas of a text, including how they interact and build on one another to provide a complex analysis; thoroughly cites strong, relevant textual evidence to support literal and inferential interpretations and provides accurate summaries; analyzes a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • Analyzes and evaluates the effectiveness of the structure an author uses in exposition or argument, including whether the structure is clear, convincing, and engaging. • Determines an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. • Integrates and evaluates multiple sources of information presented in different media or formats. • Delineates, analyzes, and evaluates the reasoning in seminal American and world texts for their themes, purposes, rhetorical features, and historical and literary significance.
Writing	Using the writing process in a variety of text types and purposes, the proficient student produces writing appropriate to a range of tasks, purposes and audiences. The student demonstrates grade-appropriate command of ideas and details, coherent, clear organization, voice, vocabulary, sentence development and conventions of standard English. • The student uses technology to produce, publish, and update individual and shared written products in response to ongoing feedback, including new arguments or information.* • The student gathers relevant information and evidence from multiple print and digital sources to support analysis and reflection of literary and informational texts, and to conduct short as well as more sustained research projects; assesses the strengths and limitations of each source in terms of the task, purpose, and audience; synthesizes multiple sources on the subject, demonstrating understanding of the subject under investigation; integrates information into the text selectively to maintain the flow of ideas, following a standard format for citations.* When writing *persuasive* pieces, the student: • Uses valid reasoning and relevant and sufficient evidence to develop claims and counterclaims fairly and thoroughly, establishes the significance of the claim(s), and distinguishes the claims from alternate or opposing claims. • Creates an organization that logically sequences claim(s), counterclaims, reasons, and evidence; includes transition words, phrases, and clauses as well as varied syntax to link the major sections of the text; provides a concluding statement or section that follows from and supports the argument presented. • Establishes and maintains a formal style and objective tone. When writing *informative/explanatory* pieces, the student: • Develops a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples. • Organizes complex ideas, concepts, and information so that each new element builds on what precedes it to create a unified whole; includes appropriate and varied transition words, phrases, and clauses as well as varied syntax to link the major sections of the text; provides a concluding statement or section that follows from and supports the information or explanation presented. • Establishes and maintains a formal style and objective tone. When writing *narrative* pieces, the student: • Engages and orients the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. • Incorporates effective techniques such as dialogue, pacing, descriptive details, reflection, and multiple plot lines; uses precise words, phrases, and sensory language to convey a vivid picture of real or imagined experiences or events. • Uses a variety of techniques to create a smooth progression of events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provides a closing with an explicit or implied

	theme that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Speaking/ Listening	The student speaks independently as well as initiates and participates effectively in a range of collaborative discussions with diverse partners using grades 11-12 topics, texts, and issues, building on others' information to express ideas clearly and persuasively.* When speaking and/or listening, the student: • Comes to discussions prepared to: o work with peers to promote civil, democratic discussions and decision making, o propel conversations by posing and responding to questions that probe reasoning and evidence, and o respond thoughtfully to diverse perspectives.* • Integrates multiple sources of information presented in diverse formats and media.* • Evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric.* • Presents information, findings, and supporting evidence, conveying a clear and distinct perspective; makes a strategic use of digital media; adapts speaking to a variety of contexts and tasks.*
Grade 12 Basic	
The basic student, with help, demonstrates a limited understanding and application of the Grade 12 Proficient content and skill expectations defined above.	

***Standards measurable using classroom-based assessments only**

HISTORY OF THE WYOMING STANDARDS DEVELOPMENT PROCESS

In 1997-1998, representatives from each district, along with community college, university, student, and business representatives participated in regional committees. A district representative was selected by each of the regional committees to participate in the state committee. The state committee then drafted standards that represented a consensus of the regional groups. The process began with regional meetings in which the participants compiled drafts using local district standards. The state committee, consisting of regional representatives, utilized the regional documents to draft the state standards. In reviewing and refining the resulting standards, the state committee referenced several national and state standards to establish that the rigor of Wyoming standards is consistent with these documents, and adjustments were made as deemed appropriate by the state committees.

In 2002-2003, writing committees were convened to review and revise these standards. The previous standards included benchmarks at grades four, eight, and eleven. These benchmarks were extended to grades kindergarten through eighth, and eleventh.

In 2008, consistent with its responsibility to evaluate and review the uniformity and quality of the standards at least every five years, the Wyoming State Board of Education directed the Wyoming Department of Education (WDE), working in consultation and coordination with local school districts, to formulate and implement a process to evaluate and review the uniformity and quality of the standards by November, 2008. The 2008 review resulted in formatting rather than substantive changes. Recommendations for substantive revisions were documented for content review committees and other stakeholder groups to work on between 2008 and 2013.

In June of 2010, the final draft of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects was released. As a result, the Wyoming State Board of Education and Department of

Education deemed it appropriate to conduct a review and revision of the 2008 Wyoming Language Arts Content and Performance Standards.

In order to accomplish the goal of reviewing the standards, a steering committee was convened to guide the review process. This committee met in the spring of 2010 to develop the process and design criteria to be used by Content Review Committees in each content area with representation from as many Wyoming school districts as possible. Districts and community members were asked to provide recommendations of individuals to participate on the content committees. These committees were balanced geographically and represented a wide variety of education stakeholders including general education, special education, and English language teachers, administrators, parents, and community and business stakeholders.

The Language Arts Content Committee members who agreed to serve on the committee met in the spring of 2010 to participate in a systematic evaluation of the uniformity and quality of the Wyoming Content and Performance Standards and Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects to determine if some or all of the Common Core State Standards should be considered for inclusion within the Wyoming Content and Performance Standards. The committee generated a list of strengths and areas of concern regarding the CCSS for consideration by the State Board of Education, and communicated strong support for full adoption of these standards.

An additional two-day meeting was held to determine if any additional content and skills should be added to the Wyoming Language Arts Content and Performance Standards. To make this determination, the Common Core State Standards were analyzed extensively. This analysis included the following considerations:

1. Is the vertical progression of each standard/skill appropriate across the grade levels?
2. Does this vertical progression of skills make sense? Are there any gaps?
3. Using the Revised Bloom's Taxonomy as a guide, is the vertical progression of cognitive complexity adequate and appropriate for the grade band?
4. Is there any content, both knowledge and skills, missing from the Common Core State Standards that is critical for Wyoming students?
5. Where does technology appear in the Common Core State Standards, what technology skills are missing, and to what extent does this technology align to the International Society for Technology in Education standards?
6. How well do the Common Core State Standards meet the expectations of the Wyoming Design Criteria?

At the culmination of this extensive review, the content committee determined that no additional content or skills should be added to the Wyoming Language Arts Content and Performance Standards at this time, and the existing Common Core State Standards' coding, organization, and terminology should be utilized in the state of Wyoming.

COMMON CORE STATE STANDARDS FOR

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

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Introduction

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

June 2, 2010

Key Design Considerations

CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.[2]

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition.* Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

[1]The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.
[2]As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.

   Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

   The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.

6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

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How to Read This Document

Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standards

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

Appendices A, B, and C

Appendix A contains supplementary material on reading, writing, speaking and listening, and language as well as a glossary of key terms. Appendix B consists of text exemplars illustrating the complexity, quality, and range of reading appropriate for various grade levels with accompanying sample performance tasks. Appendix C includes annotated samples demonstrating at least adequate performance in student writing at various grade levels.

STANDARDS FOR

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

K–5

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

Reading Standards for Literature K–5

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Literature K–5

RL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
6. Distinguish their own point of view from that of the narrator or those of the characters.	6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	6. Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards for Informational Text K–5

RI

Kindergartners:	Grade 1 students:	Grade 2 students:
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.	2. Identify the main topic and retell key details of a text.	2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure		
4. With prompting and support, ask and answer questions about unknown words in a text.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
5. Identify the front cover, back cover, and title page of a book.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas		
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7. Use the illustrations and details in a text to describe its key ideas.	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. With prompting and support, identify the reasons an author gives to support points in a text.	8. Identify the reasons an author gives to support points in a text.	8. Describe how reasons support specific points the author makes in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9. Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity		
10. Actively engage in group reading activities with purpose and understanding.	10. With prompting and support, read informational texts appropriately complex for grade 1.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading Standards for Informational Text K–5

RI

Grade 3 students:	Grade 4 students:	Grade 5 students:
Key Ideas and Details		
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure		
4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.	4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
6. Distinguish their own point of view from that of the author of a text.	6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas		
7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	8. Explain how an author uses reasons and evidence to support particular points in a text.	8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.	9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards: Foundational Skills (K–5)

RF

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

*Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Reading Standards: Foundational Skills (K–5)

RF

Note: In kindergarten children are expected to demonstrate increasing awareness and competence in the areas that follow.

Kindergartners:	Grade 1 students:	Grade 2 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
Fluency		
4. Read emergent-reader texts with purpose and understanding.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading Standards: Foundational Skills (K–5)

RF

Grade 3 students:	Grade 4 students:	Grade 5 students:
Phonics and Word Recognition		
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Writing Standards K–5

W

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Kindergartners:	Grade 1 students:	Grade 2 students:
Text Types and Purposes		
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).	1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Production and Distribution of Writing		
4. (Begins in grade 3)	4. (Begins in grade 3)	4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge		
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	8. Recall information from experiences or gather information from provided sources to answer a question.
9. (Begins in grade 4)	9. (Begins in grade 4)	9. (Begins in grade 4)
Range of Writing		
10. (Begins in grade 3)	10. (Begins in grade 3)	10. (Begins in grade 3)

Writing Standards K–5

W

Grade 3 students:	Grade 4 students:	Grade 5 students:
Text Types and Purposes		
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). d. Provide a concluding statement or section related to the opinion presented.	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situationand introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.

Writing Standards K–5

Grade 3 students:	Grade 4 students:	Grade 5 students:
Production and Distribution of Writing		
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 28 and 29.)	5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge about a topic.	7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. (Begins in grade 4)	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). b. Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 5 Reading standards* to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply *grade 5 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Speaking and Listening Standards K–5

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The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Kindergartners:	Grade 1 students:	Grade 2 students:
Comprehension and Collaboration		
1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.	1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Presentation of Knowledge and Ideas		
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
6. Speak audibly and express thoughts, feelings, and ideas clearly.	6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)	6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Speaking and Listening Standards K–5

SL

Grade 3 students:	Grade 4 students:	Grade 5 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	3. Identify the reasons and evidence a speaker provides to support particular points.	3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas		
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards K–5

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The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Kindergartners:	Grade 1 students:	Grade 2 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*). d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). f. Produce and expand complete sentences in shared language activities.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., *group*). b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). c. Use reflexive pronouns (e.g., *myself, ourselves*). d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Language Standards K–5

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Kindergartners:	Grade 1 students:	Grade 2 students:
Knowledge of Language		
3. (Begins in grade 2)	3. (Begins in grade 2)	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.* a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*). d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.	5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.	5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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Language Standards K–5

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Grade 3 students:	Grade 4 students:	Grade 5 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., *childhood*). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement.* g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.

Language Standards K–5

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Grade 3 students:	Grade 4 students:	Grade 5 students:
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Language Progressive Skills, by Grade

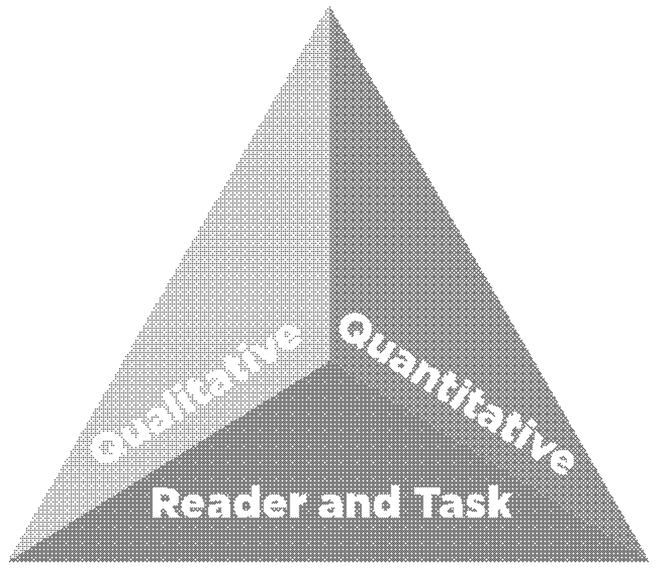
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.								
L.3.3a. Choose words and phrases for effect.								
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.								
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).								
L.4.3a. Choose words and phrases to convey ideas precisely.*								
L.4.3b. Choose punctuation for effect.								
L.5.1d. Recognize and correct inappropriate shifts in verb tense.								
L.5.2a. Use punctuation to separate items in a series.†								
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.								
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).								
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.								
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.								
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡								
L.6.3b. Maintain consistency in style and tone.								
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.								
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.								
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.								
L.9–10.1a. Use parallel structure.								

*Subsumed by L.7.3a
†Subsumed by L.9–10.1a
‡Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading K–5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K–5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

* Read-aloud
** Read-along

Texts Illustrating the Complexity, Quality, and Range of Student Reading K–5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	▪ *Over in the Meadow* by John Langstaff (traditional) (c1800)* ▪ *A Boy, a Dog, and a Frog* by Mercer Mayer (1967) ▪ *Pancakes for Breakfast* by Tomie DePaola (1978) ▪ *A Story, A Story* by Gail E. Haley (1970)* ▪ *Kitten's First Full Moon* by Kevin Henkes (2004)*	▪ *My Five Senses* by Aliki (1962)** ▪ *Truck* by Donald Crews (1980) ▪ *I Read Signs* by Tana Hoban (1987) ▪ *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)* ▪ *Amazing Whales!* by Sarah L. Thomson (2005)*
1*	▪ "Mix a Pancake" by Christina G. Rossetti (1893)** ▪ *Mr. Popper's Penguins* by Richard Atwater (1938)* ▪ *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)** ▪ *Frog and Toad Together* by Arnold Lobel (1971)** ▪ *Hi! Fly Guy* by Tedd Arnold (2006)	▪ *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)** ▪ *Starfish* by Edith Thacher Hurd (1962) ▪ *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)** ▪ *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)* ▪ *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)*
2–3	▪ "Who Has Seen the Wind?" by Christina G. Rossetti (1893) ▪ *Charlotte's Web* by E. B. White (1952)* ▪ *Sarah, Plain and Tall* by Patricia MacLachlan (1985) ▪ *Tops and Bottoms* by Janet Stevens (1995) ▪ *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001)	▪ *A Medieval Feast* by Aliki (1983) ▪ *From Seed to Plant* by Gail Gibbons (1991) ▪ *The Story of Ruby Bridges* by Robert Coles (1995)* ▪ *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997) ▪ *Moonshot: The Flight of Apollo 11* by Brian Floca (2009)
4–5	▪ *Alice's Adventures in Wonderland* by Lewis Carroll (1865) ▪ "Casey at the Bat" by Ernest Lawrence Thayer (1888) ▪ *The Black Stallion* by Walter Farley (1941) ▪ "Zlateh the Goat" by Isaac Bashevis Singer (1984) ▪ *Where the Mountain Meets the Moon* by Grace Lin (2009)	▪ *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger (1992) ▪ *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996) ▪ *A History of US* by Joy Hakim (2005) ▪ *Horses* by Seymour Simon (2006) ▪ *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

Staying on Topic Within a Grade and Across Grades: How to Build Knowledge Systematically in English Language Arts K–5

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the *Standards*.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

Exemplar Texts on a Topic Across Grades	K	1	2–3	4–5
The Human Body **Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.**	**The five senses and associated body parts** • *My Five Senses* by Aliki (1989) • *Hearing* by Maria Rius (1985) • *Sight* by Maria Rius (1985) • *Smell* by Maria Rius (1985) • *Taste* by Maria Rius (1985) • *Touch* by Maria Rius (1985) **Taking care of your body: Overview (hygiene, diet, exercise, rest)** • *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001) • *Get Up and Go!* by Nancy Carlson (2008) • *Go Wash Up* by Doering Tourville (2008) • *Sleep* by Paul Showers (1997) • *Fuel the Body* by Doering Tourville (2008)	**Introduction to the systems of the human body and associated body parts** • *Under Your Skin: Your Amazing Body* by Mick Manning (2007) • *Me and My Amazing Body* by Joan Sweeney (1999) • *The Human Body* by Gallimard Jeunesse (2007) • *The Busy Body Book* by Lizzy Rockwell (2008) • *First Encyclopedia of the Human Body* by Fiona Chandler (2004) **Taking care of your body: Germs, diseases, and preventing illness** • *Germs Make Me Sick* by Marilyn Berger (1995) • *Tiny Life on Your Body* by Christine Taylor-Butler (2005) • *Germ Stories* by Arthur Kornberg (2007) • *All About Scabs* by GenichiroYagu (1998)	**Digestive and excretory systems** • *What Happens to a Hamburger* by Paul Showers (1985) • *The Digestive System* by Christine Taylor-Butler (2008) • *The Digestive System* by Rebecca L. Johnson (2006) • *The Digestive System* by Kristin Petrie (2007) **Taking care of your body: Healthy eating and nutrition** • *Good Enough to Eat* by Lizzy Rockwell (1999) • *Showdown at the Food Pyramid* by Rex Barron (2004) **Muscular, skeletal, and nervous systems** • *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009) • *Muscles* by Seymour Simon (1998) • *Bones* by Seymour Simon (1998) • *The Astounding Nervous System* Crabtree Publishing (2009) • *The Nervous System* by Joelle Riley (2004)	**Circulatory system** • *The Heart* by Seymour Simon (2006) • *The Heart and Circulation* by Carol Ballard (2005) • *The Circulatory System* by Kristin Petrie (2007) • *The Amazing Circulatory System* by John Burstein (2009) **Respiratory system** • *The Lungs* by Seymour Simon (2007) • *The Respiratory System* by Susan Glass (2004) • *The Respiratory System* by Kristin Petrie (2007) • *The Remarkable Respiratory System* by John Burstein (2009) **Endocrine system** • *The Endocrine System* by Rebecca Olien (2006) • *The Exciting Endocrine System* by John Burstein (2009)

STANDARDS FOR

English Language Arts

6–12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Reading Standards for Literature 6–12

RL

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	5. Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
6. Explain how an author develops the point of view of the narrator or speaker in a text.	6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Reading Standards for Literature 6–12

RL

Grade 6 students:	Grade 7 students:	Grade 8 students:
Integration of Knowledge and Ideas		
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
8. (Not applicable to literature)	8. (Not applicable to literature)	8. (Not applicable to literature)
9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

Reading Standards for Literature 6–12

RL

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Integration of Knowledge and Ideas	
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
8. (Not applicable to literature)	8. (Not applicable to literature)
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12

RI

Grade 6 students:	Grade 7 students:	Grade 8 students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Range of Reading and Level of Text Complexity		
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Reading Standards for Informational Text 6–12

RI

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details	
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Integration of Knowledge and Ideas	
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses).
9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
Range of Reading and Level of Text Complexity	
10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.

Writing Standards 6–12

W

The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes		
1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Writing Standards 6–12

W

Grade 6 students:	Grade 7 students:	Grade 8 students:
Text Types and Purposes (continued)		
3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.)	5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)
6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Writing Standards 6–12

W

Grade 6 students:	Grade 7 students:	Grade 8 students:
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 7 Reading standards* to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history"). b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new"). b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Range of Writing		
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Writing Standards 6–12

W

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes	
1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing Standards 6–12

W

Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)	
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Production and Distribution of Writing	
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge	
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Writing Standards 6–12

Grades 9–10 students:	Grades 11–12 students:
Research to Build and Present Knowledge (continued)	
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

Speaking and Listening Standards 6–12

SL

The following standards for grades 6–12 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Grade 6 students:	Grade 7 students:	Grade 8 students:
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.	1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues,* building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Presentation of Knowledge and Ideas		
4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 52 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Speaking and Listening Standards 6–12

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The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Comprehension and Collaboration	
1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
Presentation of Knowledge and Ideas	
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for Language

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Language Standards 6–12

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The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 56 for a complete listing and Appendix A for an example of how these skills develop in sophistication.

Grade 6 students:	Grade 7 students:	Grade 8 students:
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., *myself, ourselves*). c. Recognize and correct inappropriate shifts in pronoun number and person.* d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). b. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Knowledge of Language		
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style.* b. Maintain consistency in style and tone.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*	3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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Language Standards 6–12

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Grade 6 students:	Grade 7 students:	Grade 8 students:
Vocabulary Acquisition and Use		
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*).	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g. verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Standards 6–12

L

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 9–10 students:	Grades 11–12 students:
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
Knowledge of Language	
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Turabian's *Manual for Writers*) appropriate for the discipline and writing type.	3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Language Standards 6–12

L

Grades 9–10 students:	Grades 11–12 students:
Vocabulary Acquisition and Use	
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills, by Grade

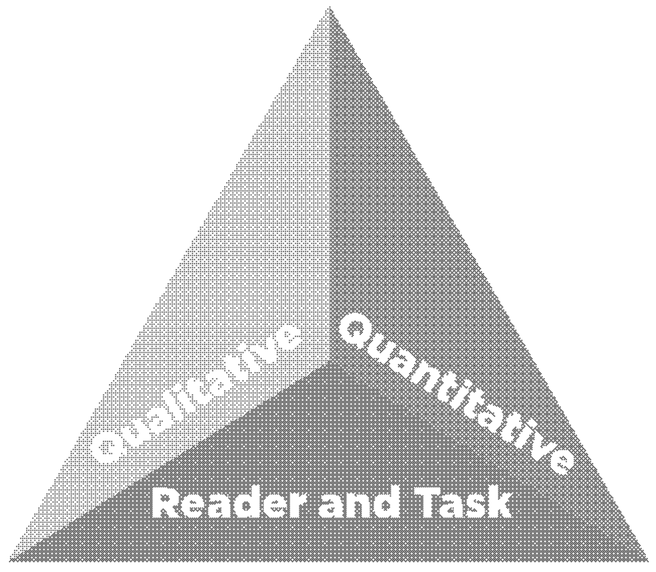
The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Standard	Grade(s)							
	3	4	5	6	7	8	9–10	11–12
L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.	■	■	■	■	■	■	■	■
L.3.3a. Choose words and phrases for effect.	■	■	■	■	■	■	■	■
L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.		■	■	■	■	■	■	■
L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).		■	■	■	■	■	■	■
L.4.3a. Choose words and phrases to convey ideas precisely.*		■	■	■				
L.4.3b. Choose punctuation for effect.		■	■	■	■	■	■	■
L.5.1d. Recognize and correct inappropriate shifts in verb tense.			■	■	■	■	■	■
L.5.2a. Use punctuation to separate items in a series.†			■	■	■	■		
L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.				■	■	■	■	■
L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				■	■	■	■	■
L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				■	■	■	■	■
L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.				■	■	■	■	■
L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡				■	■	■	■	
L.6.3b. Maintain consistency in style and tone.				■	■	■	■	■
L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.					■	■	■	■
L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.					■	■	■	■
L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.						■	■	■
L.9–10.1a. Use parallel structure.							■	■

* Subsumed by L.7.3a
† Subsumed by L.9–10.1a
‡ Subsumed by L.11–12.3a

Standard 10: Range, Quality, and Complexity of Student Reading 6–12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6–12

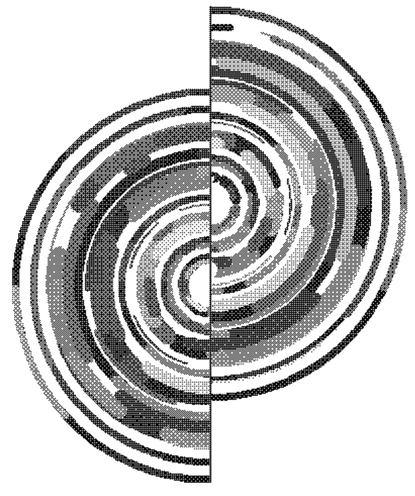
Students in grades 6–12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	**Drama**	**Poetry**	**Literary Nonfiction**
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6–12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6–8	▪ *Little Women* by Louisa May Alcott (1869) ▪ *The Adventures of Tom Sawyer* by Mark Twain (1876) ▪ "The Road Not Taken" by Robert Frost (1915) ▪ *The Dark Is Rising* by Susan Cooper (1973) ▪ *Dragonwings* by Laurence Yep (1975) ▪ *Roll of Thunder, Hear My Cry* by Mildred Taylor (1976)	▪ "Letter on Thomas Jefferson" by John Adams (1776) ▪ *Narrative of the Life of Frederick Douglass, an American Slave* by Frederick Douglass (1845) ▪ "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940" by Winston Churchill (1940) ▪ *Harriet Tubman: Conductor on the Underground Railroad* by Ann Petry (1955) ▪ *Travels with Charley: In Search of America* by John Steinbeck (1962)
9–10	▪ *The Tragedy of Macbeth* by William Shakespeare (1592) ▪ "Ozymandias" by Percy Bysshe Shelley (1817) ▪ "The Raven" by Edgar Allan Poe (1845) ▪ "The Gift of the Magi" by O. Henry (1906) ▪ *The Grapes of Wrath* by John Steinbeck (1939) ▪ *Fahrenheit 451* by Ray Bradbury (1953) ▪ *The Killer Angels* by Michael Shaara (1975)	▪ "Speech to the Second Virginia Convention" by Patrick Henry (1775) ▪ "Farewell Address" by George Washington (1796) ▪ "Gettysburg Address" by Abraham Lincoln (1863) ▪ "State of the Union Address" by Franklin Delano Roosevelt (1941) ▪ "Letter from Birmingham Jail" by Martin Luther King, Jr. (1964) ▪ "Hope, Despair and Memory" by Elie Wiesel (1997)
11–CCR	▪ "Ode on a Grecian Urn" by John Keats (1820) ▪ *Jane Eyre* by Charlotte Brontë (1848) ▪ "Because I Could Not Stop for Death" by Emily Dickinson (1890) ▪ *The Great Gatsby* by F. Scott Fitzgerald (1925) ▪ *Their Eyes Were Watching God* by Zora Neale Hurston (1937) ▪ *A Raisin in the Sun* by Lorraine Hansberry (1959) ▪ *The Namesake* by Jhumpa Lahiri (2003)	▪ *Common Sense* by Thomas Paine (1776) ▪ *Walden* by Henry David Thoreau (1854) ▪ "Society and Solitude" by Ralph Waldo Emerson (1857) ▪ "The Fallacy of Success" by G. K. Chesterton (1909) ▪ *Black Boy* by Richard Wright (1945) ▪ "Politics and the English Language" by George Orwell (1946) ▪ "Take the Tortillas Out of Your Poetry" by Rudolfo Anaya (1995)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6–12 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.



STANDARDS FOR

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

6–12

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see "Research to Build and Present Knowledge" in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading

Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them.

Reading Standards for Literacy in History/Social Studies 6–12

RH

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claims.	8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects 6–12

RST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
Craft and Structure		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics.*	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge and Ideas		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for Writing

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

The standards below begin at grade 6; standards for K–5 writing in history/social studies, science, and technical subjects are integrated into the K–5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes		
1. Write arguments focused on *discipline-specific content.* a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	1. Write arguments focused on *discipline-specific content.* a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.	1. Write arguments focused on *discipline-specific content.* a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Text Types and Purposes (continued)		
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)	3. (See note; not applicable as a separate requirement)

Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12

WHST

Grades 6–8 students:	Grades 9–10 students:	Grades 11–12 students:
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
Range of Writing		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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For the Wyoming Department of Education

Comparison of the Wyoming English Language Arts Standards to the Common Core State Standards, Grades K–8

May 2010

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K-8 Gap Analysis The Wyoming ELA Standards Compared to the Common Core State Standards		
Wyoming Content Standards	**Alignment Rating with Comment**	**Common Core State Standards**
Kindergarten		
CONTENT STANDARD 1. READING Students use the reading process to demonstrate understanding of literary and informational texts.		
LAK.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.		
LAK.1A.1 Students use illustrations and prior knowledge to decode unknown words and understand text.	Weak alignment: Content is similar, with significant differences in emphasis.	K.RL.4 Ask questions about unknown words in a text.
LAK.1A.2 Students recognize and produce rhyming words orally.	Strong alignment	K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes. Recite and produce rhyming words.
LAK.1A.3 Students orally combine and segment syllables.	Partial alignment (specificity): CC is more specific.	K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes. b. Count, pronounce, blend, and segment syllables in spoken words.
LAK.1A.4 Students recognize initial and final sounds of words orally.	Partial alignment (specificity): CC is more specific.	K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes. e. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., /save/, /ham/).1 (This does not include CVCs ending with /l/, /r/, or /x/.)
LAK.1A.5 Students self-correct for meaning.	Weak alignment: Content is similar, but there is significant difference in emphasis.	K.RL.10 Read emergent-reader literature texts with purpose and understanding.
LAK.1A.6 Students use pictures and	Partial alignment (scope): CC does not	K.RI.7 Relate pictures or illustrations to the

illustrations to understand text and to make predictions.	include content about making predictions.	overall text in which they appear.
LAK.1A.7 Students connect information and events in texts to life experiences.	No match	
LAK.1A.8 Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.	Strong alignment	K.RF.1 Demonstrate understanding of the organization and basic features of print. a. Identify the front cover, back cover, and title page of a book.
LAK.1A.9 Students differentiate letters and words.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	K.RF.1 Demonstrate understanding of the organization and basic features of print. c. Understand that words are separated by spaces in print.
LAK.1A.10 Students understand concepts of print, including that print conveys meaning and that print is read top-to-bottom and left-to-right.	Partial alignment (scope): CC content does not include knowledge that print conveys meaning.	K.RF.1 Demonstrate understanding of the organization and basic features of print. b. Follow words from left to right, top to bottom, and page by page.
LAK.1A.11 Students match voice with print, associating syllables, words, and phrases with their written form.	No match	.
LAK.1A.12 Students name upper and lower case alphabet letters.	Strong alignment	K.RF.1 Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.
LAK.1A.13 Students know letter/sound correspondences.	Strong alignment	K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
LAK.1A.14 Students are familiar with a variety of modes such as Big Books, storytelling, and audio and video modes.	Strong alignment	K.RL.5 Recognize common types of texts (e.g., storybooks, poems).
LAK.1B Students demonstrate an understanding of literary texts.		

LAK.1B.1 Students understand sequence; i.e., beginning, middle, and end.	Partial alignment (implicit): Content is similar with some difference in phrasing.	K.RL.3 Identify characters, settings, and key events in a story.
LAK.1B.2 Students use illustrations to retell story.	Partial alignment (specificity): WY specifies using illustrations.	K.RL.2 Retell familiar stories.
LAK.1B.3 Students listen and respond to stories based on characters, themes, plots, and settings.	Partial alignment (implicit): Content is similar with some difference in phrasing.	K.RL.3 Identify characters, settings, and key events in a story.
LAK.1C Students demonstrate understanding of informational texts by listening and responding to nonfiction texts.	Weak alignment: Content is similar, with significant differences in phrasing and emphasis.	K.RI.1 With prompting and support, ask and answer questions about information and events in a text. K.RI.2 Identify the main topic and main ideas of a text.
CONTENT STANDARD 2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
LAK.2A Students apply writing skills to plan, draft, revise, and publish writing.		
LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g., My favorite book is . . .).
LAK.2A.2 Students know some dominant sounds in words.	Weak alignment: CC is more specific. CC content is in 1st grade	1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes. a. Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., /tap/ vs. /tape/, /sock/ vs. /soak/, /sit/ vs. /sight/).
LAK.2B Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world" events and ideas.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a book or the topic they are “writing” about and give an opinion about the topic (e.g.,

		My favorite book is . . .). K.W.2 Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it. K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.
CONTENT STANDARD 3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.		
LAK.3.1 Students follow simple one- and two-step directions.	No match	
LAK.3.2 Students orally share and listen to stories and other expressive pieces such as poetry, songs, nursery rhymes, etc.	Partial alignment (scope): CC includes taking turns or continuing a conversation.	K.SL.1 Participate in conversations with peers and adults about kindergarten topics and texts being studied in class. a. Listen to others and take turns speaking. b. Continue a conversation through several exchanges.
LAK.3.3 Students share ideas after hearing or viewing nonfiction and informational passages.	Partial alignment (scope): CC includes taking turns or continuing a conversation.	K.SL.1 Participate in conversations with peers and adults about kindergarten topics and texts being studied in class. a. Listen to others and take turns speaking. b. Continue a conversation through several exchanges.
LAK.3.4 Students recall facts or details after hearing or viewing an informational	Partial alignment (implicit): WY does not specify asking and answering questions.	K.SL.2 Confirm understanding of information presented orally or through

passage.		media by asking and answering questions about key details.
Grade 1		
CONTENT STANDARD 1. READING Students use the reading process to demonstrate understanding of literary and informational texts.		
LA1.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.		
LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.	Partial alignment (implicit): Content is similar, with some differences in phrasing.	1.RI.4 Learn and determine the meanings of words and phrases encountered in text relevant to a grade 1 topic or subject area.
LA1.1A.2 Students use sequence to understand text and to make predictions about content.	Weak alignment: CC content is in kindergarten and has significant difference in emphasis.	K.RI.3 With prompting and support, describe the connection between two events or ideas in a text.
LA1.1A.3 Students compare information from several sources to understand text.	Partial alignment (implicit): Content is similar, with some difference phrasing.	K.RI.9 With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).
LA1.1A.4 Students connect prior knowledge to textual information.	Weak alignment: CC content specifies beliefs. CC content is in 3rd grade.	3.RI.6. Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.
LA1.1A.5 Students monitor and self-correct for meaning.	Weak alignment: WY does not include a means for determining text level or complexity. WY specifies independent reading strategies. Content is similar, but there is a significant difference in emphasis and phrasing.	1.RL.10 Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.
LA1.1A.6 Students read aloud with fluency in a manner that sounds like natural speech.	Partial alignment (scope): WY does not include a means for determining text level or complexity. WY describes attributes of reading fluency.	1.RL.10 Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.

LA1.1A.7 Students are familiar with a variety of modes such as Big Books, story telling, magazines, newspapers, and audio and video modes.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	1.RL.5 Distinguish major categories of writing from each other (e.g., stories and poems), drawing on a wide reading of a range of text types.
LA1.1B Students demonstrate an understanding of literary texts.		
LA1.1B.1 Students identify setting, characters, main events, and plot in story.	Partial alignment (implicit): Content is similar with some differences in phrasing.	1.RL.7 Use pictures, illustrations, and details in a story to describe characters, events, or settings.
LA1.1B.2 Students recall sequence of key events.	Strong alignment	1.RL.1 Ask and answer questions about key details and events in a text.
LA1.1B.3 Students read a variety of literary genres such as story-books, poems, fairy tales, narratives, and fables.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	1.RL.10 Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.
LA1.1C Students demonstrate understanding of informational text.		
LA1.1C.1 Students read nonfiction texts.	Weak alignment: WY does not include a means for determining text level or complexity. WY specifies independent reading strategies and describes attributes of reading fluency.	1.RI.10 Read independently, proficiently, and fluently informational texts appropriately complex for grade 1.
LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.	Partial alignment (grade level): CC content is in kindergarten.	K.RI.2 Identify the main topic and main ideas of a text.
CONTENT STANDARD 2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
LA1.2A Students apply writing skills to plan, draft, revise, and publish writing.		
LA1.2A.1 Students write on a topic to communicate ideas.	Partial alignment (scope): CC content includes stating and supporting opinions. Partial alignment (implicit): Content is	1.W.1 Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion. 1.W.2 Write informative and explanatory

	similar, but CC emphasizes relevant support for the topic. Partial alignment (specificity): CC content includes references to aspects of narratives.	texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure. 1.W.3 Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.
LA1.2A.2 Students begin to demonstrate awareness of openings and closings.	Partial alignment (specificity): CC specifies time cue words and sequencing events.	1.W.3 Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.
LA1.2A.3 Students use the term 'voice' to explain writing.	No match	
LA1.2A.4 Students write simple sentences.	Partial alignment (grade level): CC content is in kindergarten.	K.L.1 Observe conventions of grammar and usage. e. Produce and expand complete sentences in shared language and writing activities.
LA1.2A.5 Students capitalize the first word of a sentence, names of people, and the pronoun 'I'.	Partial alignment (grade level): CC content is in kindergarten. Capitalizing names is found in CC.1.L.2.a.	K.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Capitalize the first word in a sentence and the pronoun I.
LA1.2A.6 Students conclude sentence with proper punctuation such as a period, exclamation point, or question mark.	Partial alignment (grade level): CC content is in kindergarten. WY content emphasizes using punctuation, while the CC only identifies it.	K.L.2 Observe conventions of capitalization, punctuation, and spelling. b. Name and identify end punctuation, including periods, question marks, and exclamation points.
LA1.2A.7 Students apply basic phonological principles to spell words including beginning and ending consonant sounds and easy to hear vowel sounds.	Partial alignment (grade level): CC content is in kindergarten.	K.L.2 Observe conventions of capitalization, punctuation, and spelling. c. Spell simple words phonetically using knowledge of sound-letter relationships.
LA1.2B Students write a variety of		

expressive and expository pieces.		
LA1.2B.1 Students create simple lists.	No match	
LA1.2B.2 Students share real-life experiences in writing.	Partial alignment (specificity): WY specifies aspects of a narrative.	1.W.3 Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.
CONTENT STANDARD 3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.		
LA1.3.1 Students give and follow two-step directions.	No match	
LA1.3.2 Students orally share stories, poetry, and nonfiction or informational texts.	Partial alignment (specificity): CC specifies details and the clarity of expression.	1.SL.4 Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.	Partial alignment (grade level): CC content is in 2nd grade.	2.SL.3 Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.
LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.	Weak alignment: CC content is in 2nd grade. CC specifies distinguishing among synonymous verbs and adjectives.	2.L.5 Understand word relationships. b. Distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny, scrawny).
Grade 2		
CONTENT STANDARD 1. READING Students use the reading process to demonstrate understanding of literary and informational texts.		
LA2.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.		
LA2.1A.1 Students use basic elements of	Partial alignment (grade level): CC	K.L.4 Determine word meanings (based on

structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.	content is in kindergarten. Partial alignment (grade level): CC content is in 1st grade. Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	kindergarten reading). c. Use the most common affixes in English (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. 1.L.3. Know and apply grade-level phonics and word analysis skills in decoding words. f. Read words with inflectional endings(e.g., -s, -es, -ed, -ing, -er, -est). 2.L.3. Know and apply grade-level phonics and word analysis skills in decoding words. d. Decode words with common prefixes and suffixes (e.g., unhappy, carefully, goodness, unbutton).
LA2.1A.2 Students read to confirm predictions about text.	No match	
LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.	Partial alignment (grade level): CC content is in 1st grade. Partial alignment (specificity): CC specifies using questioning.	1.RL.2 Retell stories, demonstrating understanding of the central message or lesson. 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details and events in a text.
LA2.1A.4 Students set a purpose for reading and use such comprehension strategies as visualizing and inferring.	Partial alignment (scope): WY content includes visualization.	2.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.
LA2.1A.5 Students make connections with the text.	Partial alignment (specificity): CC specifies real-life connections and provides examples.	2.L.5 Understand word relationships. a. Build real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA2.1B Students demonstrate		

understanding of literary texts.		
LA2.1B.1 Students compare and contrast plots, characters, and settings presented by different authors.	Weak alignment: CC content is in 4th grade. Content is similar, with significant differences in phrasing and emphasis.	4.RL.9 Compare and contrast thematically similar tales, myths, and accounts of events from various cultures.
LA2.1B.2 Students identify problem and solution in literary texts.	Weak alignment: CC content is in 6th grade. Content is similar, with some differences in phrasing and emphasis.	6.RL.3. Describe how a story's plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.
LA2.1B.3 Students read a variety of literary genres such as storybooks, poems, fairy tales, narratives, and fables.	Strong alignment	2.RL.2 Paraphrase stories, fables, folktales, or myths from diverse cultures and determine their lessons or morals.
LA2.1B.4 Students are familiar with a variety of modes such as books and poems by same author, children's literary magazines, Big Books, and storytelling.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	2.RI.10. Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.
LA2.1C Students demonstrate understanding of informational texts.		
LA2.1C.1 Students interpret simple written directions.	No match	
LA2.1C.2 Students are familiar with a variety of informational modes such as Big Books, storytelling, magazines, newspapers, and audio and video modes.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	2.RI.10. Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.
LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.	Partial alignment (implicit): Content is similar, with some differences in phrasing.	2.W.8 Gather information from experiences or provided text sources to answer a specific question.
LA2.1C.4 Students read nonfiction, such as biographies and graphics.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	2.RI.10 Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.
CONTENT STANDARD 2. WRITING		

Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
LA2.2A Students apply writing skills to plan, draft, revise, and publish writing.		
LA2.2A.1 Students use prewriting to plan their writing.	Weak alignment: CC specifies support from peers and adults. CC content is in 4th grade.	4.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.
LA2.2A.2 Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials or people.	Partial alignment (implicit): CC content is in 1st grade.	1.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Capitalize names, places, and dates.
LA2.2A.3 Students apply sound-symbol relationships to spelling.	Partial alignment (implicit): WY content focuses on phonological rules for spelling.	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams (e.g., loud, cow, look, loop, boy, boil).
LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.	Partial alignment (specificity): CC content is more specific.	2.L.1 Observe conventions of grammar and usage. a. Form common irregular plural nouns (e.g., feet, children, teeth, mice, fish).
LA2.2A.5 Students use strategies to draft and revise written work such as focusing on one topic; maintaining consistent focus; using elements of a specific genre; checking for clarity, content, organization, and relevant, and descriptive details.	Partial alignment (specificity): WY content specifies revision strategies.	2.W.5 With guidance from adults, strengthen writing as needed by revising and editing.
LA2.2A.6 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization,	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	2.W.6 With guidance from adults, use technology to produce writing.

spelling, and sentence structure; sharing final copy with others; and using available technology to publish work.		
LA2.2B Students write a variety of expressive and expository pieces.		
LA2.2B.1 Students create lists and maintain writing journals.	No match	
LA2.2B.2 Students write descriptive sentences.	Partial alignment (specificity): CC specifies types of sentences.	2.L.1 Observe conventions of grammar and usage. c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.
LA2.2B.3 Students write a simple story with a beginning, middle, and end.	Weak alignment: CC content is more specific. WY is less difficult because it requires a simple story plot rather than a well-elaborated event.	2.W.3 Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.
LA2.2B.4 Students create and share information using lists, posters, and personal experience reports.	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content does not include shared research and writing.	2.W.7 Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).
LA2.2B.5 Students give relevant feedback about others' written work by restating facts, asking questions, and making comments.	Partial alignment (grade level): Content is similar, with some differences in phrasing and emphasis.	3.W.5 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.
CONTENT STANDARD 3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.		
LA2.3.1 Students give and follow oral directions with three or four steps.	No match	
LA2.3.2 Students communicate information, stay on topic, and use appropriate volume.	Partial alignment (specificity): CC specifies discussion rules and listening.	2.SL.1 Engage in group discussions on grade 2 topics and texts being studied in class. a. Follow agreed-upon rules for

		discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways.
LA2.3.3 Students list important facts after viewing or hearing a selection.	Weak alignment: CC content is in 3rd grade. Content is similar, with some differences in emphasis and phrasing.	3.SL.2 Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodally.
LA2.3.4 Students read aloud fluently and accurately with appropriate intonation and expression.	Partial alignment (specificity): CC specifies expression when reading dialogue.	2.RL.6 Distinguish between characters by speaking in a different voice for each character when reading aloud.
LA2.3.5 Students contribute in small group discussions.	Partial alignment (specificity): CC content is more specific.	2.SL.1 Engage in group discussions on grade 2 topics and texts being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways.
Grade 3		
CONTENT STANDARD 1. READING Students use the reading process to demonstrate understanding of literary and informational texts.		
LA3.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.		
LA3.1A.1 Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.	Weak alignment: Content is similar, with significant differences in emphasis and phrasing.	3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multisyllable words (e.g., supper, chimpanzee refrigerator, terrible, frightening).
LA3.1A.2 Students comprehend main idea and supporting details.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	3.RL.2 Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.

LA3.1A.3 Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.	Weak alignment : Content is similar, with some differences in emphasis and phrasing. CC does not include content related to making predictions.	3.RL.7 Use information from illustrations and other visual elements in a text with the words to develop an understanding of the setting, characters, and plot.
LA3.1A.4 Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines.	Partial alignment (scope): WY does not include a means for determining text level or complexity. WY specifies strategies for students that enable students to read independently.	3.RL.10 Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–5 text complexity band with scaffolding as needed.
LA3.1A.5 Students make connections among texts and themselves.	Partial alignment (specificity). CC is more specific.	3.RI.6 Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.
LA3.1B Students read and interpret literature.		
LA3.1B.1 Students understand basic elements of plot such as conflict and resolution.	Partial alignment (specificity): WY only specifies knowing details of plot development. Partial alignment (grade level): CC content is in 6th grade.	2.RL.5 Refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about a specific text. 6.RL.3 Describe how a story’s plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.
LA3.1B.2 Students determine characters’ traits by their actions and by how they are portrayed by the author and illustrator.	Partial alignment (grade level): CC content is in 2nd grade.	2.RL.3 Describe how characters in a story respond to key events and conflicts.
LA3.1B.3 Students recognize use of descriptive language.	Partial alignment (scope): CC content is more difficult. WY content calls for recognition; CC content requires interpretation and differentiation.	3.RL.4 Interpret key words and phrases in a text, distinguishing literal from figurative language.
LA3.1B.4 Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama,	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	3.RL.10 Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–5 text complexity

myths, folk tales, and legends.		band with scaffolding as needed.
LA3.1B.5 Students are familiar with a variety of literary modes such as books and poems by same author.	Partial alignment (grade level): CC content is in 1st grade.	1.RL.5 Distinguish major categories of writing from each other (e.g., stories and poems), drawing on a wide reading of a range of text types.
LA3.1C Students demonstrate understanding of informational texts.		
LA3.1C.1 Students distinguish the main idea and supporting details in grade-level-appropriate expository text.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	3.RI.2 Determine the main idea of a text and explain how it is supported by the key details.
LA3.1C.2 Students compare and contrast information on the same topic after reading several passages or articles.	Strong alignment	3.RI.9 Compare and contrast information drawn from two texts on the same subject.
LA3.1C.3 Students locate information using a table of contents or glossary.	Weak alignment: CC content is in 2nd grade. CC specifies additional text features.	2.RI.5 Know and use various text features (e.g., captions, headings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information.
LA3.1C.4 Students interpret simple maps, charts, and graphs.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	3.RI.7 Integrate information from illustrations and other visual elements (e.g., maps, photographs) in print and digital texts as an aid to understanding where, when, why, and how key events occur.
LA3.1C.5 Students follow simple multi-step written directions.	No match	
LA3.1C.6 Students read nonfiction texts such as biographies.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	3.RI.10 Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–5 text complexity band with scaffolding as needed.
LA3.1C.7 Students are familiar with a variety of informational modes, such as books by the same author, demonstrations, and children’s news	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	3.RI.10 Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–

publications.		5 text complexity band with scaffolding as needed.
CONTENT STANDARD 2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
LA3.2A Students apply writing skills to plan, draft, revise, and publish writing.		
LA3.2A.1 Students use strategies to arrive at an idea.	Weak alignment: Content is similar, but there is a significant difference in emphasis and phrasing. WY content is vaguely stated. CC lacks details about pre-writing strategies.	3.W.6: Perform short, focused research tasks that build knowledge about a topic.
LA3.2A.2 Students write a paragraph with simple topic sentence and supporting details.	Partial alignment (grade level): CC content is in 3rd grade.	3.W.2 Write informative/explanatory pieces in which they: a. Introduce a topic and create an organizational structure that presents similar information together.
LA3.2A.3 Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.	Partial alignment (specificity): CC specifies types of sentences.	3.L.1 Observe conventions of grammar and usage. d. Produce simple, compound, and complex sentences.
LA3.2A.4 Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.	Partial alignment (specificity): WY specifies holidays and historical periods.	3.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use correct capitalization.
LA3.2A.5 Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details.	Partial alignment (specificity): WY specifies strategies for revision.	3.W.5. With guidance and support from peers and adults, strengthen writing as needed by revising and editing.
LA3.2A.6 Students use strategies to edit	Partial alignment (implicit): Content is	3.L.2 Observe conventions of

and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.	similar, with some differences in phrasing and emphasis.	capitalization, punctuation, and spelling. e. Consult reference materials, including dictionaries, as needed to check and correct spellings.
LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.	Partial alignment (specificity): CC specifies types of technology.	3.L.4 Determine word meanings (based on grade 3 reading). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.
LA3.2B Students write a variety of expressive and expository pieces.		
LA3.2B.1 Students write and share personal and formal letters including date, salutation, body, closing, and signature.	Partial alignment (grade level): CC content is in 2nd grade.	2.L.2 Observe conventions of capitalization, punctuation, and spelling. b. Use commas in greetings and closings of letters.
LA3.2B.2 Students write and share literary texts (stories, journals and poems) using grade-level-appropriate strategies such as providing a context within which action takes place, including well-chosen details to develop the plot, and providing insight into why the selected event is memorable.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	3.W.3 Write narratives in which they: a. Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. c. Use temporal words and phrases to signal event sequence.
LA3.2B.3 Students write reports using research.	Strong alignment	3.W.7 Perform short, focused research tasks that build knowledge about a topic.
LA3.2B.4 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.	Partial alignment (specificity): CC is less specific.	3.W.5. With guidance and support from peers and adults, strengthen writing as needed by revising and editing.
LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is	Weak alignment (grade level): WY content specifies distinguishing text from literary terms. CC content is in 4th grade.	4.W.9. Write in response to literary or informational sources, drawing evidence from the text to support analysis and

read, and distinguishing between the structural features of the text and literary terms or elements.		reflection as well as to describe what they have learned
CONTENT STANDARD 3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.		
LA3.3.1 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.	Partial alignment (grade level): CC content is 2nd grade.	2.SL.3 Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.
LA3.3.2 Students communicate using organization, volume, and eye contact.	Partial alignment (grade level): CC content is in 6th grade.	6.SL.4 Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.
LA3.3.3 Students use clear and specific vocabulary to communicate ideas, establish tone, and present information.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	3.SL.4 Report on a topic or recount stories or experiences with appropriate facts and descriptive details.
LA3.3.4 Students read aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression.	Strong alignment	3.RF.4. Read with sufficient accuracy and fluency to support comprehension. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
LA3.3.5 Students speak and listen cooperatively in small groups.	Partial alignment (specificity): CC content specifies assigned roles.	3.SL.1 Initiate and engage in group discussions on grade 3 topics and texts being studied in class. a. Follow agreed-upon rules for discussions and carry out assigned roles in small-group discussions.
Grade 4		
CONTENT STANDARD 1. READING Students use the reading process to demonstrate understanding of literary and informational texts.		

LA4.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.		
LA4.1A.1 Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	4.RL.1 Draw on details and examples from a text to support statements about the text.
LA4.1A.2 Students demonstrate the strategy of setting a purpose before reading and visualization during reading.	Weak alignment: CC content is in 3rd grade. WY content specifies visualization as a strategy.	3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.
LA4.1A.3 Students distinguish between fact and opinion.	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY does not include reasoned judgments.CC content is in 6th grade.	6.RI.8 Distinguish among fact, opinion, and reasoned judgment presented in a text.
LA4.1A.4 Students draw conclusions from text.	Partial alignment (implicit): CC content is similar, with some differences in phrasing and emphasis.	4.RL.2 Summarize a text and derive a theme of a story, drama, or poem from details in the text.
LA4.1A.5 Students demonstrate understanding by summarizing.	Strong alignment	4.RL.2 Summarize a text and derive a theme of a story, drama, or poem from details in the text.
LA4.1A.6 Students read between the lines to infer author intent.	Partial alignment: CC content is in 6th grade.	6.RL.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA4.1A.7 Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.	Partial alignment (implicit): CC content is similar, with some difference in phrasing.	4.L.4 Determine word meanings (based on grade 4 reading). b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., telegraph, photograph, autograph).
LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	4.L.6 Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language

		arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.
LA4.1A.9 Students use text organizers such as type, headings, and graphics to predict and categorize information.	Strong alignment	4.RI.5 Use text features and search tools to locate and process information relevant to a given topic.
LA4.1A.10 Students read narrative and expository text aloud with level-appropriate fluency and accuracy with appropriate pacing, intonation, and expression.	Weak alignment (scope): WY does not include a means for determining text complexity. WY specifies the attributes of reading fluency.	4.RI.10 Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.
LA4.1B Students demonstrate an understanding of literary texts.		
LA4.1B.1 Students use knowledge of situation, setting and a character's traits and motivations to determine the causes for that character's actions.	Partial alignment (specificity): CC specifies using details about character's thoughts, words, deeds, or interactions with others. WY specifies character motivation.	4.RL.3 Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, or interactions with others).
LA4.1B.2 Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.	Partial alignment (grade level): CC content is in 5th grade.	5. RL.4. Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.
LA4.1B.3 Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, narratives from different cultures, drama, literature anthologies, myths, folk tales, and legends.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	4.RL.10 Read literature independently, proficiently, and fluently in the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.
LA4.1B.4 Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.	Partial alignment (grade level): CC content is in 3rd grade.	3.RL.5 Demonstrate understanding of common features of legends, myths, and folk- and fairytales (e.g., heroes and villains; quests or challenges) when writing or speaking about classic stories from around the world.

LA4.1B.5 Students establish a purpose for reading.	Partial alignment (grade level): CC content is in 3rd grade.	3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.
LA4.1B.6 Students understand author's purpose and elements that help to achieve that purpose such as language, form, setting, specific information and details, and persuasive techniques.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	4.RL.3 Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, or interactions with others).
LA4.1C Students demonstrate an understanding of informational texts.		
LA4.1C.1 Students read a variety of non-fiction and informational texts.	Weak alignment (scope): WY does not include a means for determining text complexity beyond genre types. WY specifies the attributes of reading fluency.	4.RI.10 Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.
LA4.1C.2 Students summarize important information.	Strong alignment	4.RI.2 Determine the main idea and supporting details of a text; summarize the text.
LA4.1C.3 Students locate information using table of contents, index, or glossary.	Strong alignment	4.RI.5 Use text features and search tools to locate and process information relevant to a given topic.
LA4.1C.4 Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).	Partial alignment (implicit): Content is similar, with some difference in phrasing.	4.RI.8 Explain how an author uses evidence to support his or her claims in a text.
CONTENT STANDARD 2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
LA4.2A Students apply writing skills to plan, draft, revise, and publish writing.		
LA4.2A.1 Students write organized paragraphs with a topic sentence and supporting details.	Partial alignment (specificity): WY specifies paragraph organization.	4.W.4 Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
LA4.2A.2 Students write sentences of	Weak alignment: CC content is in 3rd	3.W.1 Observe conventions of grammar

various lengths.	grade. CC specifies sentence types.	and usage. d. Produce simple, compound, and complex sentences.
LA4.2A.3 Students use descriptive and original words and show evidence of voice.	Partial alignment (scope): CC includes using punctuation for effect and maintaining consistency in style and tone.	4.L.3 Make effective language choices. a. Use punctuation for effect.* b. Maintain consistency in style and tone. c. Choose words and phrases to convey ideas precisely.
LA4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.	Partial alignment (specificity): CC content includes marking direct speech and quotations. Partial alignment (grade level): CC content is in 2nd grade. As above	4.L 2. Observe conventions of capitalization, punctuation, and spelling. a. Use quotation marks to mark direct speech and quotations from a text. 2.L2. Observe conventions of capitalization, punctuation, and spelling. a. Capitalize holidays, product names, geographic names, and important words in titles. c. Use apostrophes to form contractions and common possessives.
LA4.2A.5 Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus of a topic, identifying prior knowledge, and developing a plan for gathering information.	Partial alignment (specificity): WY specifies the types of strategies for planning.	4.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.
LA4.2A.6 Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.	Partial alignment (specificity): CC specifies categorizing evidence and print and digital sources.	4.W.8 Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written

		text, and provide basic bibliographic information.
LA4.2A.7 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.	Partial alignment (specificity): WY specifies the types of planning strategies used.	4.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.
LA4.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such a word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.	Partial alignment (specificity): WY specifies the types of revision strategies used.	4.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.
LA4.2A.9 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit and proofread such as dictionaries, spell checker, and style manuals.	Partial alignment (specificity): WY specifies the types of editing and publishing strategies used.	4.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.
LA4.2B Students write a variety of expressive and expository pieces.		
LA4.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.	Partial alignment (implicit): See CC grade 4 reading standards for WY coverage of that content. Content is similar, with some differences in phrasing and emphasis.	4.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text”). b. Apply grade 4 reading standards to literature (e.g., “Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a

		character's thoughts, words, deeds, and interactions with others").
LA4.2B.2 Students write and share literary texts (stories, plays, journals, poems, and short personal narratives), using grade-level-appropriate strategies such as relating ideas, observations, or recollections of an event or experience; and providing a context to enable readers to imagine the world of the event or experience.	Partial alignment (grade level): CC content is in 3rd grade.	3.W.3 Write narratives in which they: a. Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.
LA4.2B.3 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.	Partial alignment (grade level): CC content is in 3rd grade.	3.W.8 Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories. 6.SL.5. Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
CONTENT STANDARD 3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.		
LA4.3.1 Students speak on a focused topic with organization, volume, posture, pace, eye contact, and relevant gestures.	Partial alignment (implicit):Content is similar, with some differences in phrasing and emphasis. Partial alignment (grade level): CC content is in 6th grade.	4.SL.4 Report on events, topics, or texts in an organized manner, using appropriate, specific facts and descriptive details to support main ideas. 6.SL.4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.
LA4.3.2 Students use speaking strategies appropriate to different types of	Partial alignment (specificity): CC specifies visual displays and digital	4.SL.5 Incorporate visual displays and digital media into presentations when

presentations.	media as speaking strategies.	appropriate.
LA4.3.3 Students understand techniques used in various media such as basic propaganda techniques.	No match	
LA4.3.4 Students read aloud their own and others' texts fluently and expressively.	No match	
LA4.3.5 Students speak and listen in small groups cooperatively.	Partial alignment (specificity): CC specifies drawing on materials to discuss a topic.	4,SL.1. Initiate and engage in group discussions on grade 4 topics and texts being studied in class. a. Come to discussions prepared, having read required material; in discussions, explicitly draw on that material and other information known about the topic.
Grade 5		
CONTENT STANDARD 1. READING Students use the reading process to demonstrate understanding of literary and informational texts.		
LA5.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.		
LA5.1A.1 Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.	Partial alignment (specificity): CC content specifies strategies for determining word meanings.	5.L.4 Determine word meanings (based on grade 5 reading). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.
LA5.1A.2 Students understand grade-level-appropriate technical and subject-	Partial alignment (implicit): Content is similar, with some differences in phrasing	5.L.6 Use grade-appropriate general academic vocabulary and domain-specific

specific vocabulary.	and emphasis. CC emphasizes how students acquire new vocabulary.	words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.
LA5.1A.3 Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.	Partial alignment (specificity): CC is more specific.	5.RL.2 Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LA5.1A.4 Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	Strong alignment Partial alignment (grade level): CC content is in 6th grade. Partial alignment (grade level): CC content is in 6th grade.	5.RI.1 Quote from a text to support statements about the text. 6.RL.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA5.1A.5 Students understand cause and effect relationships.	Strong alignment Weak alignment: CC content is in 6th grade. Content is similar with significant differences in phrasing.	5.RI.5 Describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or in part of a text. 6.RI.3 Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.
LA5.1A.6 Students use such strategies as setting a purpose for reading and using graphic organizers to predict, categorize, and analyze.	Weak alignment: CC content is in 3rd grade. WY specifies graphic organizers.	3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.
LA5.1B Students demonstrate an understanding of a variety of literary texts.		

LA5.1B.1 Students make connections between characters, character traits, setting, and plot.	Partial alignment (implicit): Content is similar, with some differences in emphasis. Partial alignment (grade level): CC content is in 6th grade.	5.RL.3 Compare and contrast two or more characters, events, or settings in a text, drawing on specific details. 6.RL.3 Describe how a story's plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.
LA5.1B.2 Students make connections with the text.	Partial alignment (grade level): CC content is in 3rd grade.	3.RI.6 Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.
LA5.1B.3 Students recognize descriptive language and imagery.	Partial alignment (specificity): CC is more specific.	5.RL.4 Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.
LA5.1B.4 Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales and legends).	Partial alignment (specificity): CC specifies elements of drama.	5.RL.5 Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.
LA5.1B.5 Students are familiar with a variety of literary modes including literature anthologies and books by the same author, and can explain the defining characteristics of a variety of texts.	Partial alignment (specificity): CC is more specific.	5.RL.5 Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.
LA5.1C Students demonstrate understanding of informational text.		
LA5.1C.1 Students locate and use information from multiple sources.	Partial alignment (scope): WY content does not include a context for using information.	5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question

		quickly or to solve a problem efficiently.
LA5.1C.2 Students compare and contrast information to draw conclusions.	Partial alignment (specificity): CC specifies historical texts or scientific concepts.	5.RI.3 Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.
LA5.1C.3 Students are familiar with a variety of information modes, such as news articles, magazines, online information, books by same author, demonstrations, biographies, and autobiographies	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	5.RI.10 Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read "stretch" texts in the grades 6–8 text complexity band with scaffolding as needed.
CONTENT STANDARD 2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
LA5.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.		
LA5.2A.1 Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis. Weak alignment: CC is more specific. CC content is in 6th grade.	5.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	5.W.4 Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience.
LA5.2A.3 Students use meaningful word choice, evidence of voice, and sentence fluency.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	5.W.3 Write narratives in which they: d. Use well-chosen words and phrases to convey events and experiences precisely. 5.L.3 Make effective language choices. a. Expand, combine, and reduce

		sentences for meaning, reader/listener interest, and style.
LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.	Partial alignment (specificity): CC specifies use of perfect tense and recognition of shifts in verb tense. Partial alignment (grade level): CC content is in 6th grade. Weak alignment: CC content is in 7th grade. CC content emphasizes the function of phrases and clauses. Weak alignment: CC content is in 7th grade. CC content specifies dangling modifiers. Weak alignment: CC content is in 7th grade. CC content is more specific. Weak alignment: CC content is in 9th grade. CC content is more specific.	5.L.1 Observe conventions of grammar and usage. a. Form and use the perfect (e.g., I had walked, I have walked, I will have walked) verb aspects. b. Recognize and correct inappropriate shifts in verb tense and aspect. 6.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.* 7.L.1 Observe conventions of grammar and usage. Explain the function of phrases and clauses in general and their functions in specific sentences. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.* 7.L.2 Observe conventions of capitalization, punctuation, and spelling. Use a comma before a coordinating conjunction in a compound sentence. 9–10.L.1 Observe conventions of grammar and usage. a. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses

		(independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.
LA5.2A.5 Students use strategies to revise writing such as producing multiple drafts.	Partial alignment: (implicit): Content is similar, with some differences in phrasing and emphasis. CC emphasizes support from others.	5.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA5.2A.6 Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.	Partial alignment: (implicit): Content is similar, with some differences in phrasing and emphasis.	5.W.6 With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.
LA5.2B Students write a variety of expressive and expository pieces.		
LA5.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as: Summarizing main ideas and significant details; a. Using examples from the text, other works, and prior knowledge or experience; b. Relating own ideas to supporting details; and c. Developing interpretation based on careful reading.	Partial alignment (implicit): See CC grade 5 reading standards for WY coverage of that content. Content is similar, with some differences in phrasing and emphasis.	5.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply grade 5 reading standards to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)”). b. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, events, or settings in a text, drawing on specific details”).
LA5.2B.2 Students write and share literary texts (personal narratives, journals, poetry, fictional stories) using level-appropriate strategies such as: a. Developing a clear story line in sequence; b. Using descriptive words and phrases; and	Partial alignment (grade level): CC content is in 4th grade.	4.W.3 Write narratives in which they: a. Orient the reader by establishing a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.

c. Developing character, setting, and plot.		
LA5.2B.3 Students summarize and paraphrase.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	5.W.8 Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.
LA5.2B.4 Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis. Partial alignment (grade level): CC content is in 6th grade.	5.W.2 Write informative/explanatory pieces in which they: b. Develop the topic using relevant facts, concrete details, quotations, or other information and examples. 6.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
LA5.2B.5 Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.	Partial alignment (scope): WY does not specify connecting same subject from different texts.	5.RI.9 Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.
CONTENT STANDARD 3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.		
LA5.3.1 Students speak on a focused topic with clear organization including main idea with supporting details.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	5.SL.4 Report on events, topics, or texts in a focused, organized manner, sequencing ideas logically and using appropriate, specific facts, details, examples, or other information to develop main ideas.
LA5.3.2 Students use speaking strategies such as pace, volume, eye contact, and relevant gestures.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis. Partial alignment (grade level): CC content is in 6th grade.	5.SL.4 Report on events, topics, or texts in a focused, organized manner, sequencing ideas logically and using appropriate, specific facts, details, examples, or other information to develop main ideas. 6.SL.4. Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye

		contact, adequate volume, and clear pronunciation.
LA5.3.3 In small group discussion, students ask relevant questions to determine purpose or clarify meaning.	Strong alignment	5.SL.1 Initiate and engage in group discussions on grade 5 topics and texts being studied in class. c. Ask questions to clarify or follow up on ideas or information presented orally or through media.
LA5.3.4 Students follow directions and provide feedback.	No match	
LA5.3.5 Students read aloud their own or others' texts fluently and expressively.	No match	
LA5.3.6 Students understand media propaganda and visual symbols and images.	Partial alignment (specificity): CC specifies more types of modes and includes summarizing.	5.SL.2 Summarize the key ideas and supporting details presented graphically, visually, orally, or multimodally.
Grade 6		
1. READING Students use the reading process to demonstrate understanding of literary and informational texts.		
LA6.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.		
LA6.1A.1 Students use word origins and derivations to develop vocabulary.	No match	
LA6.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.	Partial alignment (implicit): Content is similar with some differences in phrasing.	6.RI.4 Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts.
LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both	Strong alignment	6.RL.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

the literal and inferential levels, supplying textual evidence, and prior knowledge.	Strong alignment Strong alignment Strong alignment	6.RL.2 Analyze how a theme or central idea develops over the course of a text, drawing on key details. 6.RI.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.RI.2 Analyze how a central idea develops over the course of a text, drawing on key details.
LA6.1A.4 Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.	Partial alignment (implicit): Content is similar with significant differences in phrasing.	6.RI.3 Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.
LA6.1B Students read and interpret a variety of literary texts including historical fiction, novels, poetry, fairy tales, tall tales, myths, legends, and plays.		
LA6.1B.1 Students identify connections between dialogue, events, and conflict.	Partial alignment (grade level): CC content is in 7th grade.	7.RL.3 Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
LA6.1B.2 Students make connections within and among texts and themselves.	Partial alignment (specificity): CC specifies the type of connections made. Partial alignment (implicit): Content is similar with significant differences in phrasing. Partial alignment (specificity): CC specifies the type of connections made.	6.RL.8 Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics. 6.RI.3 Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details. 6.RI.8 Assess the similarities and

		differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts.
LA6.1B.3 Students identify similes and metaphors.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	6.RL.4 Interpret the figurative and connotative meanings of words and phrases as they are used in a text.
LA6.1B.4 Students compare a variety of literary genres.	No match	
LA6.1C Students demonstrate understanding of informational texts.		
LA6.1C.1 Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis.	6.RL.7 Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).
LA6.1C.2 Students analyze technical data in charts and graphs.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis.	6.RL.7 Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).
LA6.1C.3 Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.	Partial alignment (scope): WY content is less difficult.	6.RI.7 Compare and contrast the accounts of a subject in different mediums (e.g., a person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.
LA6.1C.4 Students read nonfiction texts such as biographies, interviews, and informational texts.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.
2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		

LA6.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.	Weak alignment: WY is less specific.	6.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
LA6.2A.1 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.	Partial alignment (specificity): CC is less specific about planning writing.	6.W.5 With some guidance and support from peers and adults strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.	Partial alignment (specificity): CC is more specific.	6.W.1 Write arguments in which they: a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim. b. Support the claim with clear reasons and relevant evidence. e. Provide a concluding statement or section that follows from the argument. 6.W.2 Write informative/explanatory texts in which they: a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and

		examples. e. Provide a conclusion that follows logically from the information or explanation presented.
LA6.2A.3 Students use persuasive word choice, engaging voice, and correct sentence structure.	Partial alignment (grade level): CC content is in 7th grade.	LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.
LA6.2A.4 Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.	Partial alignment (implicit): WY content is similar with some difference in phrasing and emphasis. Strong alignment	6.L.1 Observe conventions of grammar and usage. c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).* 6.L.2 Observe conventions of capitalization, punctuation, and spelling. b. Spell correctly.
LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.	Weak alignment: Content is similar, but there is a significant difference in emphasis. Partial alignment (implicit): Content is similar, with some difference in emphasis.	6.W 7 Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources. 6.L.4 Determine word meanings (based on grade 6 reading). b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).
LA6.2A.6 Students use strategies to draft and revise written work such as producing multiple drafts.	Strong alignment	6.W.5 With some guidance and support from peers and adults strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA6.2A.7 Students use strategies to edit	Strong alignment	6.W.5 With some guidance and support

and publish written work.		from peers and adults strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
LA6.2B Students write a variety of expressive and expository pieces.		
LA6.2B.1 Students write and share literary analysis, using grade-level-appropriate strategies such as: Developing an interpretation, exhibiting careful reading, understanding, and insight; Organizing the interpretation around several clear ideas, premises, or images; and Developing and justifying the interpretation through use of examples and textual evidence.	Partial alignment (scope): WY specifies organization in writing literary analysis. See other document (organized by CC standards) at grade 6 reading standards for WY coverage of that content.	6.W.10 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. a. Apply grade 6 reading standards to literature (e.g., “Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.”). b. Apply grade 6 reading standards to literary nonfiction (e.g., “Distinguish among fact, opinion, and reasoned judgment presented in a text”).
LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: Establishing appropriate point of view; Including sensory detail and concrete language; and using a range of narrative devices including dialogue and suspense.	Partial alignment (scope): CC specifies the qualities of narratives.	6.W.3 Write narratives in which they: Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences. Develop narrative elements (e.g., setting, event sequence, characters) using relevant sensory details.
LA6.2B.3 Students write directions, explain problem and solution or	No match	

procedures.		
LA6.2B.4 Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.	Partial alignment (implicit): Content is similar, with some difference in emphasis. Partial alignment (implicit): Content is similar, with some differences in emphasis.	6.W.8 Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation. 6.W.9 Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.
3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes.		
LA6.3.1 Students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion.	Strong alignment	6.SL.4 Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.
LA6.3.2 Students communicate using organization, volume, posture, pace, eye contact, and relevant gestures.	Strong alignment	6.SL.4 Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.
LA6.3.3 Students follow directions and provide relevant feedback through note-taking or orally responding.	No match	
LA6.3.4 Students read aloud their own or others' texts fluently and expressively.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity. Partial alignment (implicit): Content is similar with some difference in phrasing	6.RL.9 Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed 6.RI.9 Read informational text independently, proficiently, and fluently in

	and emphasis. WY does not include a means for determining text level or complexity.	the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.
LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus.	Partial alignment (specificity): CC is more specific.	6.SL.1 Initiate and engage actively in group discussions on grade 6 topics, texts, and issues being studied in class. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. Cooperate with peers to set clear goals and deadlines. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information. Review the key ideas expressed and extend their own thinking in light of new information learned.
LA6.3.6 Students understand and explain techniques used in media such as propaganda and visual symbols.	Weak alignment (scope): Content is similar, but there is a significant difference in emphasis and phrasing. Weak alignment: Content is similar, with some difference in phrasing and emphasis. CC content is in 7th grade.	6.SL.2 Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study. 7.SL.2 Determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information clarifies and contributes to an understanding of a topic or issue under study.
Grade 7		
1. READING Students use the reading process to demonstrate understanding of		

literary and informational texts.		
LA7.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.		
LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.	Strong alignment	7.L.4 Determine word meanings (based on grade 7 reading). d. Interpret various figures of speech (e.g., allegory) relevant to particular texts..
LA7.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.	Partial alignment (specificity): CC specifies vocabulary. Partial alignment (specificity): CC specifies vocabulary gained through reading and responding to texts.	7.RI.4 Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author's choice of specific words affects meaning and tone. 7.L.6 Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.
LA7.1A.3 Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level-appropriate text.	Partial alignment (grade level): CC content is in 5th grade.	5.RI.2 Determine two or more main ideas and how they are supported by details; summarize the text.
LA7.1B Students read and interpret a variety of literary genres.		
LA7.1B.1 Students explain connections between setting, plot, theme, and characterization.	Partial alignment (grade level): CC content is in 4th grade. Partial alignment (grade level): WY content is in 6th grade.	4.RL.2 Summarize a text and derive a theme of a story, drama, or poem from details in the text. 6.RL.3 Describe how a story's plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a

	Weak alignment: WY content does not include connections among themes in the same text.	resolution. 7.RL.2 Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.
LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.	Strong alignment Partial alignment (implicit): Content is similar, with some difference in phrasing.	7.RL.6 Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or event(s). 7.RI.6 Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.
LA7.1B.3 Students understand personification, hyperbole, imagery.	Partial alignment (grade level): CC content is in 6th grade. Weak alignment : WY specifies types of figurative language. WY does not include connotative meanings and impact on meaning and tone. Partial alignment (specificity): WY specifies types of figurative language. CC specifies effects on meaning and tone. Strong alignment	6.L.4 Determine word meanings (based on grade 6 reading). b. Interpret various figures of speech (e.g., personification) relevant to particular texts. 7.RL.4 Interpret the figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone. 7.RI.4 Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author's choice of specific words affects meaning and tone. 7.L.4 Determine word meanings (based on grade 7 reading). d.Interpret various figures of speech (e.g.,

		allegory) relevant to particular texts.
LA7.1C Students demonstrate understanding of informational texts.	Partial alignment (implicit): Content is similar, with some difference in emphasis. WY does not include a means for determining text level or complexity.	7.RI.10 Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.
LA7.1C.1 Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.	Weak alignment: WY specifies the organizational structure. CC content is in 6th grade. Partial alignment (implicit): Content is similar, with some difference in phrasing.	6.RI.5 Describe the structure an author uses to organize a specific text, including how the major sections contribute to the whole. 7.RI.5 Describe how any given sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
LA7.1C.2 Students interpret technical data in a variety of formats.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis.	6.RL.7 Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).
LA7.1C.3 Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.	Partial alignment (implicit): Content is similar with some differences in emphasis and phasing.	7.W.8 Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.
LA7.1C.4 Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.	Weak alignment: WY content is less difficult. CC content is in 6th grade	6.RI.7 Compare and contrast the accounts of a subject in different mediums (e.g., a person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.
LA7.1C.5 Students understand word	Partial alignment (implicit): Content is	7.RI.3 Describe in detail how an author

choice and arguments that convey author's point of view.	similar with some difference in phrasing and emphasis.	introduces, illustrates, and elaborates a key idea in a text (e.g., through examples or anecdotes).
2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
LA7.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.		
LA7.2A.1 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information.	Partial alignment (specificity): CC focuses on aspects of the writing processes; WY identifies specific strategies.	7.W.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.
LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis. Strong alignment Partial alignment (scope): WY content does not include establishing context or point of view.	7.W.2 Write informative/explanatory texts in which they: Introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect. Provide a conclusion that follows logically from the information or explanation presented. 7.W.3 Write narratives in which they: Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences.

	Strong alignment	e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.
LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.	Partial alignment (specificity): CC content specifies the use of sentence fluency. Partial alignment (specificity): CC content specifies what purposes word choice serves. Partial alignment (scope): CC is more specific.	7.W.2 Write informative/explanatory texts in which they: c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas. d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood. 7.L.3 Make effective language choices. a. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.*
LA7.2A.4 Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variety; and revising for clarity, content, and vocabulary to improve writing.	Partial alignment (specificity): CC focuses on aspects of the writing processes; WY identifies specific strategies.	7.W.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.
LA7.2A.5 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in	Weak alignment: CC content is in 1st grade. CC is more difficult. Partial alignment (grade level): CC	1.L.4 Determine word meanings (based on grade 1 reading). c. Use common affixes in English as a clue to the meaning of an unknown word. 3.L.1 Observe conventions of grammar

spelling.	content is in 3rd grade. Partial alignment (grade level): CC content is in 6th grade. Partial alignment (scope): WY content includes other grammar conventions. Partial alignment (grade level): CC content is in 8th grade. Partial alignment (grade level): CC content is in 11th grade.	and usage. c. Ensure subject-verb and pronoun-antecedent agreement.* 6.L.2 Observe conventions of capitalization, punctuation, and spelling. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.* 7.L.2 Observe conventions of capitalization, punctuation, and spelling. b. Spell correctly. 8.L.2 Observe conventions of capitalization, punctuation, and spelling. Use a comma, ellipses, or dash to indicate a pause or break. 11–12.L.2 Observe conventions of capitalization, punctuation, and spelling. Observe the conventions concerning using hyphens to join words.
LA7.2A.6 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and proofread.	Partial alignment (specificity): CC focuses on aspects of the writing processes; WY identifies specific strategies. mc	7.W.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.
LA7.2B Students write a variety of expressive and expository pieces.		
LA7.2B.1 Students write and share literary texts (personal narratives, journals, poetry, plays, short stories) using grade-level-appropriate strategies such as: Developing major and minor characters;	Strong alignment	7.W.3 Write narratives in which they: b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details.

Developing a setting.		
LA7.2B.2 Students write reports and present demonstrations. Students explain problem, solution, and procedures. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information. Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.	Strong alignment Strong alignment Partial alignment (implicit): Content is similar with some differences in emphasis and phasing.	7.W.2 Write informative/explanatory texts in which they: b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples. 7.W.7 Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation. 7.W.8 Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.
LA7.2B.3 Students write and share literary analyses using grade-level-appropriate strategies such as: Describing setting, plot structure, and theme or conflict; and Describing connections between historical and cultural influences and literary selections.	Partial alignment (scope): WY specifies organization in writing literary analysis. See other document (organized by CC standards) at grade 7 reading standards for WY coverage of that content.	7.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. Apply grade 7 reading standards to literature (e.g., “Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the

		hero, the quest). Apply grade 7 reading standards to literary nonfiction (e.g., “Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached”).
3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.		
LA7.3.1 Students use effective speaking skills including volume, eye contact, posture, poise, relevant gestures, enunciation, and inflection.	Partial alignment (implicit): Content is similar, with some difference in emphasis and phrasing.	7.SL.4 Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.
LA7.3.2 Students speak on a focused topic with clear organization, substantial content, and audience awareness.	Strong alignment	7.SL.4 Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.
LA7.3.3 Students use note-taking strategies while listening or viewing.	No match	
LA7.3.4 Students present reports and demonstrations, explaining problem, solution, and procedures.	Partial alignment (implicit): Content is similar, with some difference in emphasis and phrasing.	7.SL.4 Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.
LA7.3.5 Students read aloud their own or others’ texts fluently, with accuracy, appropriate rate, and expression.	No match	
LA7.3.6 Students incorporate multi-media when appropriate.	Strong alignment	7.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
LA7.3.7 Students speak and listen in small group situations to contribute and	Partial alignment (specificity): CC specifies how to respond.	7.SL.1 Initiate and engage actively in group discussions on grade 7 topics, texts,

build from previous speakers.		and issues being studied in class. c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations. d. Ensure a hearing for the range of positions on an issue.
Grade 8		
1. READING Students use the reading process to demonstrate understanding of literary and informational texts.		
LA8.1A Students use the reading process to apply a variety of comprehension strategies before, during and after reading.		
LA8.1A.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.	Partial alignment (specificity): WY is less specific. Partial alignment (scope): CC specifies vocabulary gained through reading and responding to texts.	8.L.4 Determine word meanings (based on grade 8 reading). Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. 8.L.6 Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.

LA8.1A.2 Students comprehend main idea and supporting details in grade-level-appropriate text.	Partial alignment (specificity): WY is less specific.	8.RI.2 Provide an objective summary of a text, accurately conveying an author's view and specific points.
LA8.1A.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.	Partial alignment (specificity): CC specifies what students should compare. Partial alignment (specificity): CC specifies what students should compare	8.RI.5 Compare and contrast the points of view and purposes of two authors writing about the same topic. 8.RI.8 Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
LA8.1B Students read and interpret a variety of literary texts.		
LA8.1B.1 Students make inferences about events, setting, style, tone, mood, and meaning.	Partial alignment (implicit): Content is similar, with some difference in emphasis. Partial alignment (scope): CC is more difficult. Partial alignment (specificity): CC content specifies citing evidence. WY specifies literary elements.	8.RL.1 Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text. 8.RL.3 Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects characters). 8.RI.1 Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA8.1B.2 Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.	Partial alignment (implicit): Content is similar with some differences in emphasis and phrasing. Partial alignment (specificity): CC is more specific.	8.RL.2 Analyze how recurring images or events contribute to the development of a theme or central idea in a text. 8.RL.4 Explain the comparisons an author makes through metaphors, allusions, or analogies in a text and analyze how those

	Partial alignment (specificity): CC is more specific.	comparisons contribute to meaning. 8.RI.3 Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning.
LA8.1B.3 Students understand the historical, social, and cultural influences on literary works, such as how a text reflects the period ideas, customs, and outlook of a particular group of people in history.	Strong alignment	8.RL.9 Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history.
LA8.1C Students read and demonstrate understanding of informational texts.		
LA8.1C.1 Students conduct research using multiple resources.	Partial alignment (implicit): Content is similar with some differences in emphasis and phrasing.	8.W.8 Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
LA8.1C.2 Students analyze data or make generalizations based on explicitly stated information.	Partial alignment (grade level): CC content is in 7th grade. Partial alignment (implicit): Content is similar with some differences in emphasis and phrasing.	7.RI.1 Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text. 8.W.8 Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
LA8.1C.3 Students support conclusions with facts and/or citations.	Partial alignment (grade level): CC content is in 7th grade.	7.RI.2 Analyze how two or more central ideas in a text relate to one another, drawing on key details.

	Strong alignment Partial alignment (implicit): Content is similar with some differences in emphasis and phrasing.	8.RL.1 Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text. 8.W.8 Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
LA8.1C.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity beyond genre types.	8.RI.9 Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.
LA8.1C.5 Students summarize and paraphrase information in chronological, sequential, or logical order.	Partial alignment (specificity): CC is more specific. Partial alignment (implicit): Content is similar with some differences in emphasis and phrasing.	8.RI.2 Provide an objective summary of a text, accurately conveying an author’s view and specific points. 8.W.8 Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
LA8.2A Students apply writing skills to		

plan, draft, revise, and publish writing for intended audiences.		
LA8.2A.1 Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.	Weak alignment: CC content is in 7th and 11th grade. CC is more specific. Partial alignment (specificity): CC is more specific. Partial alignment (implicit): Content is similar, with some differences is phrasing and emphasis.	7.W.1 Write arguments in which they: a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim. 8.W.1 Write arguments in which they: Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim. 8.W.2 Write informative/explanatory texts in which they: Introduce and establish a topic and organize information under broader concepts or categories.
LA8.2A.2 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.	Partial alignment (specificity): CC specifies guidance and support.	8.W.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.
LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.	Partial alignment (grade level): CC content related to transitions is in 6th grade. Weak alignment: Content is similar with some differences in phrasing and emphasis. CC content is in 6th grade.	6.W.2 Write informative/explanatory texts in which they: c. Use appropriate links and varied sentence structures to join and clarify ideas. 6.W.3 Write narratives in which they: b. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships

	Partial alignment (implicit): Content is similar, with some difference in phrasing.	among events and experiences. d. Choose words and phrases to develop the events, experiences, and ideas precisely. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas. 8.W.1 Write arguments in which they: a. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence.
LA8.2A.4 Student writing is appropriate for intended audience and purposes; voice is apparent.	Strong alignment	8.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
LA8.2A.5 Students use meaningful word choice to achieve purpose.	Partial alignment (specificity): WY is less specific. Partial alignment (specificity): WY is less specific.	8.W.2 Write informative/explanatory texts in which they: c. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information. 8.L.3 Make effective language choices. a. Use verbs in the active and passive voice and in the

		conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
LA8.2A.6 Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.	Partial alignment (specificity): WY specifies effective transitions and sentence fluency.	8.W.2 Write informative/explanatory texts in which they: b. Use varied links and sentence structures to create cohesion and clarify information and ideas.
LA8.2A.7 Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.	Partial alignment (grade level): CC content is in 4th grade. Partial alignment (grade level): CC content is in 6th grade. Partial alignment (scope): WY includes other writing conventions.	4.L.1 Observe conventions of grammar and usage. b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.* 6.L.1 Observe conventions of grammar and usage. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). 8.L.2 Observe conventions of capitalization, punctuation, and spelling. c. Spell correctly.
LA8.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.	Partial alignment (specificity): WY specifies more strategies.	8.W.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.
LA8.2A.9 Students use strategies to edit	Partial alignment (specificity): WY	8.W.5 With some guidance and support

and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals.	specifies using resources. CC specifies guidance and support from others.	from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.
LA8.2A.10 Students use word processing in the writing process.	Partial alignment (specificity): CC is more specific.	8.W.6 Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.
LA8.2B Students use appropriate strategies to write a variety of expressive and expository pieces.		
LA8.2B.1 Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	8.W. 3 Write narratives in which they: b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details.
LA8.2B.2 Students write and share literary analyses using grade-level-appropriate strategies by: Stating an interpretive, analytic, evaluative, or reflective position; Supporting inferences or conclusions with examples from the text, personal experience, or other works.	Partial alignment (specificity): WY specifies strategies. See other document (organized by CC standards) at grade 8 reading standards for WY coverage of that content.	8.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply grade 8 reading standards to literature (e.g., “Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history”). b. Apply grade 8 reading standards to literary nonfiction (e.g., “Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim”).
LA8.2B.3 Students produce expository essays, technical writing, and reports.	Strong alignment	8.W.2 Write informative/explanatory texts

LA8.2B.4 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.	Partial alignment (scope): WY includes synthesizing information and including evidence. Partial alignment (implicit): Content is similar with some differences in emphasis and phrasing.	8.W.7 Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration. 8.W.8 Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.
3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.		
LA8.3.1 Students speak on a focused topic with clear organization, substantial content, and audience awareness.	Strong alignment	8.SL.4 Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear pronunciation.
LA8.3.2 Students use effective delivery skills (volume, eye contact, posture, poise, gestures, enunciation and inflection) appropriate to audience and purpose.	Strong alignment	8.SL.4 Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear pronunciation.
LA8.3.3 Students use multi-media to support presentations when appropriate.	Strong alignment	8.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
LA8.3.4 Students use strategies to present oral interpretations of literature.	Strong alignment	8.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.
LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments.	Partial alignment (specificity): CC is more specific.	88.SL.1 Initiate and engage actively in group discussions on grade 8 topics, texts, and issues being studied in class. a. Prepare for discussions by completing reading or conducting research

		and explicitly draw on that material in discussions. b. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations supported by credible evidence. c. Ensure a hearing for the range of positions on an issue. d. Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence..
LA8.3.6 Students take notes and give relevant, appropriate feedback to speakers in formal and informal settings.	No match	
LA8.3.7 Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used to influence opinions, decision-making, and cultural perceptions.	Partial alignment (implicit): Content is similar, with some differences in phrasing. Weak alignment: Content is similar, but there are significant differences in emphasis and phrasing.	8.SL.2 Determine the purpose of and perspectives represented in oral, visual, or multimodal formats and evaluate whether the information is laden with social, commercial, or political motives. 8.RI.6 Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea.

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For the Wyoming Department of Education

Comparison of the Wyoming English Language Arts Standards to the Common Core Standards, Grade 11

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English Language Arts Gap Analysis *The Wyoming Standards Compared to the Common Core Standards*		
Wyoming Content Standards	**Alignment Rating with Comment**	**Common Core State Standards**
Grade 11		
1. READING Students use the reading process to demonstrate understanding of literary and informational texts.		
LA11.1A Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.		
LA11.1A.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including: a. Literal comprehension (main idea, summarizing, paraphrasing) and b. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).	Strong alignment Partial alignment (implicit): Content is similar, with some difference in phrasing.	9–10.RL.1 Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text. 11–12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.
LA11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.	Partial alignment (implicit): Content is similar, with some differences in emphasis and phrasing.	9–10.L.4 Determine word meanings (based on grades 9–10 reading). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's

		sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
	Partial alignment (specificity): CC specifies vocabulary gained through reading and responding to texts.	9–10.L.6 Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.
	Partial alignment (implicit): Content is similar, with some differences in emphasis and phrasing.	11–12.L.4 Determine word meanings (based on grades 11–12 reading). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.
	Partial alignment (scope): CC specifies vocabulary gained through reading and responding to texts.	11–12.L.6 Use grade-appropriate general

		academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.
LA11.1B Students demonstrate an understanding of literary texts.		
LA11.1B.1 Students read a variety of literary genres from American literature and various world cultures, and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.	Weak alignment: Content is similar, but there are significant differences in emphasis and phrasing Partial alignment (implicit): Content is similar with some differences in emphasis. Partial alignment (implicit): Content is similar, with some differences in emphasis. Weak alignment: Content is similar, but there is a significant difference in the emphasis. WY emphasizes historical and cultural period.	9–10.RL.6 Analyze a case in which the author's work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose. 9–10.RL.9 Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period. 9–10.RI.6 Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure. 11–12.RI.6 Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., The Federalist, landmark U.S. Supreme Court majority opinions and dissents).
LA11.1B.2 Students understand elements		

of literature including: a. Character development (character's actions, beliefs, motives, reactions, and feelings);	Partial alignment (implicit): Content is similar with some differences in emphasis.	9–10.RL.3 Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
b. Point of view including underlying author purpose;	Partial alignment (implicit): Content is similar with some differences in emphasis.	11–12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
c. Setting including historical/cultural context;	Partial alignment (implicit): Content is similar with some differences in emphasis	11–12.RL.9 Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare).
d. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and	Partial alignment (specificity): CC addresses thematic development. Partial alignment (implicit): Content is similar, with some difference in phrasing.	9–10.RL.2 Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details. 11–12.RL.2 Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.
e. Complex elements of plot development including time and	Partial alignment (implicit): Content is similar, with some difference in phrasing	11–12.RL.5 Analyze how an author's choices concerning how to structure a text

sequence elements such as flashback and foreshadowing.	and emphasis.	(e.g., electing at what point to begin or end a story) shape the meaning of the text.
LA11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis. Weak alignment: CC specifies how tone is created in informational texts. WY references literary texts, not informational texts. Partial alignment (implicit): Content is similar, with some difference in phrasing/emphasis. Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	9–10.RL.4 Evaluate how an author's use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone). 9–10.RI.4 Evaluate how an author's use of language, including formality and type of diction, shapes meaning and tone in a text (e.g., the formality of a court opinion or a newspaper). 11–12.RL.4 Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone. 11–12.RL.6 Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.
LA11.1B.4 Students use the language and perspectives of literary criticism to evaluate literary works.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	11–12.RL.7 Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.)
LA11.1C Students demonstrate understanding of informational texts.		

LA11.1C.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can: a. Explain author's intent b. Evaluate for accuracy, relevance, and bias; and c. Make generalizations and inferences based on implicit and explicit information.	No match Partial alignment (implicit): Content is similar, with some differences in phrasing/emphasis. Partial alignment (specificity): CC is more specific.	9–10.RI.8 Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions. 11–12.RI.8 Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning. 11–12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain. 11–12.RI.8 Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning.
LA11.1C.2 Students conduct research using a variety of grade-appropriate	Partial alignment (scope): CC includes using sources that are in different formats.	9–10.RI.7 Synthesize information presented in different formats (e.g., text,

sources and can: a. Synthesize relevant data through note-taking and questioning and b. Analyze and interpret technical data, written directions; and technical manuals.	 Partial alignment (scope): CC includes using sources that are in different formats. Partial alignment (implicit): Content is similar, with some difference in emphasis. WY emphasizes note-taking and questioning.	video, mutimedia) to generate a coherent understanding of an issue. 11–12.RI.7 Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information. 11–12.RI.9 Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.
LA11.1C.3 Students use a process to apply research strategies including: a. Developing a plan for research; b. Collecting information to narrow and develop a topic; and c. Using information to support a thesis.	Partial alignment (implicit): Content is similar, with some difference in phrasing. Weak alignment: Content is similar, with some difference in phrasing. CC specifies balance among sources. Partial alignment (implicit): Content is similar, with some difference in phrasing. Weak alignment: Content is similar, with some difference in phrasing and	9–10.W.7 Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem. 9–10.W.8 Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation. 11–12.W.7 Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem. 11–12.W.8 Analyze evidence gathered from multiple authoritative print and digital

	emphasis. CC emphasizes evaluating sources.	sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.
2. WRITING Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.		
LA11.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.		
LA11.2A.1 Students write a variety of level-appropriate modes/genres by: a. Explaining ideas in their reading b. Elaborating on concepts in literature.	Partial alignment (specificity): WY is more specific. See CC grades 9–10 reading standards for WY coverage of that content.	9–10.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.a,b a. Apply grades 9–10 reading standards to literature (e.g., “Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.”). c. Apply grades 9–10 reading standards to literary nonfiction (e.g., “Assess the truth of an argument’s explicit and implicit premises by determining whether

		the evidence presented in the text justifies the conclusions”). 11–12.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.a,b a. Apply grades 11–12 reading standards to literature (e.g., “Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story from Ovid, or a later author draws on Shakespeare”). a. Apply grades 11–12 reading standards to literary nonfiction (e.g., “Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning”).
	Same as above	
c. Using others' works as models for effective writing.	No match	
d. Using word processing and other tools of technology to create multimedia presentations.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	9–10.W.6 Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback

	Same as above	11–12.W.6 Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.
LA11.2A.2 Students use strategies to generate ideas for written work including: a. Considering audience and purpose in planning. b. Developing a focus.	Strong alignment Partial alignment (implicit): Content is similar, with some differences in phrasing/emphasis. Same as above Same as above	11–12.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.) 9–10.W.1 Write arguments which they: a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear relationships among the claim, reasons, and evidence. 11–12.W.1 Write arguments in which they: a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an organization so that claims, reasons, and evidence are purposefully and logically sequenced. 11–12.W.2 Write informative/explanatory texts in which they: a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information

	Same as above	builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas 11–12.W.2 Write informative/explanatory texts in which they: a. Introduce a complex topic and organize the information at multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.
c. Using vivid, specific, and relevant details and concepts.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	9–10.W.2 Write informative/explanatory texts in which they: a. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.
	Partial alignment (implicit): Content is similar, with some difference in phrasing.	11–12.W.2 Write informative/explanatory texts in which they: b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts,

		concrete details, quotations, extended definitions, or other information and examples.
LA11.2A.3 Students use organization skills to: a. Arrange paragraphs into logical progression;	Strong alignment Strong alignment	9–10.W.2 Write informative/explanatory texts in which they: a. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text. 11–12.W.2 Write informative/explanatory texts in which they: a. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.
b. Include a concluding statement; and	Strong alignment Strong alignment Strong alignment	c. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation. 9–10.W.2 Write informative/explanatory texts in which they: c. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic. 11–12.W.1 Write arguments in which they c. Provide a concluding statement or

		section that follows logically from the argument and offers a reflection or recommendation.
	Strong alignment	11–12.W.2 Write informative/explanatory texts in which they: c. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.
c. Use transitions in written work.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	9–10.W.1 Write arguments in which they: b. Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
	Strong alignment	9–10.W.2 Write informative/explanatory texts in which they: a. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.
	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	11–12.W.1 Write arguments in which they b. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons

	Strong alignment	and evidence, and between claims and counterclaims. 11–12.W.2 Write informative/explanatory texts in which they: a. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.
LA11.2A.4 Students use meaningful voice by adapting writing for different audiences and purposes by: a. Using suitable content, vocabulary, style, structure, tone and voice;	Strong alignment	9–10.W.2 Write informative/explanatory texts in which they: b. Use precise language and domain-pecific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.
b. Considering background, age, knowledge of audience; and	Partial alignment (implicit): Content is similar, with some differences in phrasing.	9–10.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)
c. Using appropriate level of formality.	Strong alignment	11–12.W.2 Write informative/explanatory texts in which they: b. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor,

		simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers. 11–12.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)
LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).	Partial alignment (grade level): CC content related to varying sentence patterns for meaning is in 6th grade. Strong alignment Strong alignment	6.L.3 Make effective language choices. a. Vary sentence patterns for meaning, reader/listener interest, and style.* 9–10.W.2 Write informative/explanatory texts in which they: a. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text. 11–12.W.2 Write informative/explanatory texts in which they: a. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.
LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone.	Strong alignment	9–10.W.1 Write arguments which they: c. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the

		audience's knowledge of the issue.
	Partial alignment (specificity): CC specifies kind of tone for discipline and audience.	9–10.W.2 Write informative/explanatory texts in which they: b. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.
	Strong alignment	11–12.W.1 Write arguments in which they c. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases.
	Partial alignment (specificity): CC specifies kind of tone for discipline and audience.	11–12.W.2 Write informative/explanatory texts in which they: b. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.
LA11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation,	Strong alignment .	9–10.L.2 Observe conventions of capitalization, punctuation, and spelling. b. Spell correctly.

grammar, and usage by: a. Using commonly confused terms appropriately; b. Capitalizing names of regions; c. Using noun-pronoun agreements; d. Using ellipses and semicolons; e. Using conditional tenses; and	Strong alignment Partial alignment (grade level): CC content is in 4th grade. Partial alignment (grade level): CC content is in 2nd grade. Partial alignment (grade level): CC content is in 3rd grade. Partial alignment (grade level): CC content is in 8th grade. Strong alignment Partial alignment (grade level): CC content is in 8th grade.	11–12.L.2 Observe conventions of capitalization, punctuation, and spelling. b. Spell correctly. 4.L1 Observe conventions of grammar and usage. d. Correctly use frequently confused words (e.g., to, too, two; there, their).* 2.L2 Observe conventions of capitalization, punctuation, and spelling. a. Capitalize holidays, product names, geographic names, and important words in titles. 3.L.1 Observe conventions of grammar and usage. c. Ensure subject-verb and pronoun-antecedent agreement.* 8.L.2 Observe conventions of capitalization, punctuation, and spelling. b. Use a comma, ellipses, or dash to indicate a pause or break. 9–10.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 8.L.1 Observe conventions of grammar and usage. b. Form and use verbs in the

f. Using parallel structure.	Strong alignment	indicative, imperative, interrogative, conditional, and subjunctive moods. 9–10.L.1 Observe conventions of grammar and usage. a. Use parallel structure in writing.*
LA11.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts.	Partial alignment (implicit): Content is similar, with some differences in emphasis. Partial alignment (implicit): Content is similar, with some differences in emphasis.	9–10.W.5 Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific task and context. 11–12.W.5 Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA11.2A.9 Students use strategies to edit and publish written work.	Partial alignment (implicit): Content is similar, with some difference in phrasing. Partial alignment (implicit): Content is similar, with some difference in phrasing.	9–10.W.6 Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback. 11–12.W.6 Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.
LA11.2B Students use appropriate strategies to write a variety of expressive and expository pieces.		
LA11.2B.1 Students write and share literary analyses, using grade level-appropriate strategies by: a. Examining literature from several	No match	

critical perspectives;		
b. Analyzing author's stylistic devices and effects;	Strong alignment	9–10.RL.4 Evaluate how an author's use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).
c. Analyzing author's use of literary elements; and	No match	
d. Using information in a text to support assertions.	Strong alignment	9–10.RL.1 Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.
	Strong alignment	9–10.RI.1 Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.
	Partial alignment (specificity): WY is less specific.	11–12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.

	Partial alignment (specificity): WY is less specific.	11–12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.
	Partial alignment (specificity): WY is more specific. See CC grades 9–10 reading standards for WY coverage of that content.	9–10.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
	Partial alignment (specificity): WY is more specific. See CC grades 9–10 reading standards for WY coverage of that content.	11–12.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.
LA11.2B.2 Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to: a. Convey a unifying theme or tone; b. Use sensory details to describe sights, sounds, movement, and gestures; c. Use interior monologue to convey feelings; and	Partial alignment (specificity): WY specifies sensory details, monologue, and pace. Partial alignment (specificity): WY	9–10.W.3 Write narratives in which they: a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences. b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details. 11–12.W.3 Write narratives in which they:

d. Pace action with changes in time and mood.	specifies sensory details, monologue, and pace.	a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences. b. Develop narrative elements (e.g., setting, stance, event sequence, complex characters) with purposefully selected details that call readers' attention to what is most distinctive or worth noticing.
LA11.2B.3 Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to: a. Use appropriate organizational form; and b. Use formal language and tone.	No match Strong alignment	9–10.W.2 Write informative/explanatory texts in which they: d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers. 11–12.W.2 Write informative/explanatory texts in which they: d. Use precise language, domain-specific and technical wording (when appropriate), and

		techniques such as metaphor, simile, and analogy to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.
LA11.2B.4 Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies a. Using evidence to support a thesis; b. Addressing author biases and concerns; c. Using information and ideas from primary and secondary sources; and d. e. Documenting sources using appropriate standard formats.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis. Partial alignment (implicit): Content is similar, with some difference in phrasing. Weak alignment: Content is similar, with some difference in phrasing. CC specifies print and digital sources, rather than primary and secondary; CC specifies balance among sources. Partial alignment (implicit): Content is similar, with some differences in phrasing/emphasis.	9–10.W.1 Write arguments which they: a. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim. 9–10.W.7 Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem. 9–10.W.8 Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation. 11–12.W.1 Write arguments in which they: a. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of

		the counterclaim.
	Partial alignment (implicit): Content is similar, with some difference in phrasing.	11–12.W.7 Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.
	Weak alignment: Content is similar, with some difference in phrasing and emphasis. CC specifies print and digital sources, rather than primary and secondary; CC emphasizes evaluating sources.	11–12.W.8 Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for citation.
3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.		
LA11.3.1 Students speak for a variety of purposes including: a. Explaining a speaker's or performer's intent; and	Partial alignment (grade level): CC content is in 8th grade.	8.SL.3 Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.
	Partial alignment (implicit): Content is similar, with some difference in phrasing.	9–10.SL.3 Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.
	Partial alignment (implicit): Content is similar, with some difference in phrasing.	11–12.SL.3 Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence.

b. Evaluating the accuracy, relevance, and bias of sources.	Partial alignment (scope): WY does not include using data presented in various mediums.	11–12.SL.2 Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source of information in order to answer questions, solve problems, or build knowledge.
LA11.3.2 Students use others' works for models for effective speaking.	No match	
LA11.3.3 Students use strategies to organize formal presentations including: a. Developing an introduction and conclusion; b. Using relevant details to support ideas; and c. Citing information sources.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	11–12.SL.4 Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.
LA11.3.4 Students use strategies to make persuasive presentations by: a. Presenting a coherent argument; b. Citing persuasive evidence; c. Using rhetorical strategies to support reasoning; and d. Addressing counter-arguments and concerns.	Weak alignment: CC content is in 7thCC is more specific. Weak alignment (specificity): CC content is in 8th grade. WY is less specific. Partial alignment (implicit): Content is similar, with some difference in phrasing	7.W.1 Write arguments in which they: b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic. 8.W.1 Write arguments in which they: b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. 9–10.SL.4 Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to

	Partial alignment (implicit): Content is similar, with some difference in phrasing.	particular audiences and purposes. 11–12.SL.4 Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.
LA11.3.5 Students present oral interpretations of literature.	No match	
LA11.3.6 Students use effective delivery skills (tone, eye contact, rate, volume, pitch, gesture, pronunciation and enunciation) appropriate to audience and purpose.	Partial alignment (grade level): CC content is in 6th grade. Partial alignment (grade level): CC content is in 7th grade. Partial alignment (grade level): CC content is in 8th grade.	6.SL.4 Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation. 7.SL.4 Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation. 7.SL.4 Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear pronunciation.
LA11.3.7 Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media, text, images, sound effects) to support presentations.	Strong alignment Partial alignment (specificity): WY specifies the types of media and visual displays.	9–10.SL.5 Make strategic use of digital media elements and visual displays of data to enhance understanding. 11–12.SL.5 Make strategic use of digital media elements and visual displays of data to enhance understanding.
LA11.3.8 Students use strategies to		

contribute to group discussions by: a. Considering others' ideas and opinions before responding;	Partial alignments (implicit): Content is similar, with some difference in emphasis	9–10.SL.1.c Build on essential information from others' input by asking questions and sharing comments that enrich discussions.
	Partial alignments (implicit): Content is similar, with some difference in emphasis.	11–12.SL.1.c Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions.
b. Determining the purpose of discussions;	Partial alignments (implicit): Content is similar, with some difference in emphasis.	9–10.SL.1.a Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions.
	Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.	9–10.SL.1.e Evaluate whether the team has met its goals
	Partial alignments (implicit): Content is similar, with some difference in emphasis.	11–12.SL.1 .a Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions. 11–12.SL.1.e Evaluate whether the team has met its goals.
c. Acting as a leader, participant, and moderator; and	Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.	9–10.SL.1.b Cooperate with peers to set clear goals and deadlines and to establish roles.

	Partial alignments (implicit): Content is similar, with some difference in emphasis.	9–10.SL.1.c Build on essential information from others' input by asking questions and sharing comments that enrich discussions
	Partial alignments (implicit): Content is similar, with some difference in emphasis	9–10.SL.1.e Evaluate whether the team has met its goals
	Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.	11–12.SL.1.b Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views).
	Partial alignments (implicit): Content is similar, with some difference in emphasis.	11–12.SL.1.c Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions.
	Partial alignments (implicit): Content is similar, with some difference in emphasis.	11–12.SL.1.e Evaluate whether the team has met its goals.
d. Conveying criticism in a constructive way.	Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.	9–10.SL.1.d Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task.
	Partial alignments (implicit): Content is similar, with some difference in emphasis.	11–12.SL.1.d Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task

LA11.3.9 Students listen and respond to listener feedback and adjust delivery techniques and content, provide useful feedback to speakers to indicate understanding, and synthesize relevant data from presentations and discussions using strategies such as note-taking and questioning, and observe the techniques and impact of visual media such as:	Partial alignment (implicit): Content is similar, with some difference in emphasis.	9–10.SL.2 Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.
a. Explaining aesthetic effects of media;	No match	
b. Using stereotypes;	No match	
c. Using special effects;	No match	
d. Explaining techniques and impact of media on audiences, politics, and daily life;	No match	
e. Techniques used for particular audiences; and	Partial alignment (implicit): Content is similar, with some difference in phrasing.	9–10.SL.4 Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.
f. Impact of media on daily life.	No match	

For the Wyoming Department of Education

Comparison of the Common Core Standards to the Wyoming English Language Arts Standards, Grades K–8

May 2010

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English Language Arts Gap Analysis *The Common Core Standards Compared to the Wyoming Standards*		
Common Core State Standards	**Alignment Rating with Comment**	**Wyoming Content Standards**
Kindergarten		
Reading Standards for Literature (RL)		
Key Ideas and Details		
K.RL.1 With prompting and support, ask and answer questions about details and events in a text.	No match	
K.RL.2 Retell familiar stories.	Partial alignment (specificity): WY specifies using illustrations.	LAK.1B.2 Students use illustrations to retell story.
K.RL.3 Identify characters, settings, and key events in a story.	Partial alignment (implicit): Content is similar with some difference in phrasing.	LAK.1B.3 Students listen and respond to stories based on characters, themes, plots, and settings. LAK.1B.1 Students understand sequence; i.e., beginning, middle, and end.
Craft and Structure		
K.RL.4 Ask questions about unknown words in a text.	Weak alignment: Content is similar, but there is significant difference in emphasis.	LAK.1A.1 Students use illustrations and prior knowledge to decode unknown words and understand text.
K.RL.5 Recognize common types of texts (e.g., storybooks, poems).	Strong alignment	LAK.1A.14 Students are familiar with a variety of modes such as Big Books, storytelling, and audio and video modes.
K.RL.6 Name the author and illustrator of a text and define the role of each.	Partial alignment (scope): WY does not include students defining roles.	LAK.1A.8 Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.
Integration of Knowledge and Ideas		
K.RL.7 Relate pictures and illustrations to	Partial alignment (scope): WY	LAK.1A.6 Students use pictures and illustrations to

the overall story in which they appear.	includes students making predictions.	understand text and to make predictions.
K.RL.8 (Not applicable in literature)	N/A	N/A
K.RL.9 Compare and contrast the adventures of characters in familiar stories	Partial alignment (grade level): WY content is in 2nd grade.	LA2.1B.1 Students compare and contrast plots, characters, and settings presented by different authors.
Range and Level of Text Complexity		
K.RL.10 Read emergent-reader literature texts with purpose and understanding.	Weak alignment: Content is similar, but there is significant difference in emphasis.	LAK.1A.5 Students self-correct for meaning.
Reading Standards for Informational Text (RI)		
Key Ideas and Details		
K.RI.1 With prompting and support, ask and answer questions about information and events in a text.	No match	
K.RI.2 Identify the main topic and main ideas of a text.	Partial alignment (grade level): WY content is in 1st grade.	LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.
K.RI.3 With prompting and support, describe the connection between two events or ideas in a text.	Weak alignment: WY content is in 1st grade and has significant differences in emphasis.	LA1.1A.2 Students use sequence to understand text and to make predictions about content.
Craft and Structure		
K.RI.4 Ask questions about unknown words in a text.	Partial alignment (implicit): Content is similar, with some difference in emphasis.	LAK.1A.1 Students use illustrations and prior knowledge to decode unknown words and understand text.
K.RI.5 Locate basic information in a text.	Partial alignment (implicit): WY content is similar, with some difference in phrasing.	LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.
K.RI.6 Name the author and illustrator of a text and define the role of each.	Partial alignment (scope): WY content does not include students defining roles. CC content related to book covers	LAK.1A.8 Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.

	and title pages is found in K.FS.1.a.	
Integration of Knowledge and Ideas		
K.RI.7 Relate pictures or illustrations to the overall text in which they appear.	Strong alignment	LAK.1A.6 Students use pictures and illustrations to understand text and to make predictions.
K.RI.8 With prompting and support, recognize cause-and-effect relationships in a text.	Partial alignment (grade level): WY content is in 5th grade.	LA5.1A.5 Students understand cause and effect relationships.
K.RI.9 With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	Partial alignment (implicit): WY content is similar, with some difference phrasing.	LA1.1A.3 Students compare information from several sources to understand text.
Range and Level of Text Complexity		
K.RI.10 Read emergent-reader informational texts with purpose and understanding.	Partial alignment (scope): CC specifies emergent-reader level of text .	LAK.1A.5 Students self-correct for meaning.
Reading Standards: Foundational (RF)		
Print Concepts		
K.RF.1 Demonstrate understanding of the organization and basic features of print. a. Identify the front cover, back cover, and title page of a book.	Strong alignment. CC content related to authors and illustrators is found in K.RI.6.	LAK.1A.8 Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.
b. Follow words from left to right, top to bottom, and page by page.	Partial alignment (scope): WY content includes knowledge that print conveys meaning.	LAK.1A.10 Students understand concepts of print, including that print conveys meaning and that print is read top-to-bottom and left-to-right. LAK.1A.9 Students differentiate letters and words.
c. Understand that words are separated by spaces in print.	Partial alignment (implicit):	

d. Recognize and name all upper- and lowercase letters of the alphabet.	Content is similar, with some difference in phrasing. Strong alignment	LAK.1A.12 Students name upper and lower case alphabet letters.
Phonological Awareness		
K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes. a. Recite and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Count individual words in spoken phrases or simple sentences. d. Blend and segment consonants and rimes of spoken words (/g/ - /oat/, /bl/ - /ack/). e. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., /save/, /ham/).1 (This does not include CVCs ending with /l/, /r/, or /x/.) f. Add or substitute individual phonemes in simple, one-syllable	Strong alignment Partial alignment (specificity): WY is less specific. No match Partial alignment (implicit): WY content similar with some difference in phrasing. Partial alignment (specificity): WY is less specific. Partial alignment (specificity):	LAK.1A.2 Students recognize and produce rhyming words orally. LAK.1A.3 Students orally combine and segment syllables. LAK.2A.2 Students know some dominant sounds in words. LAK.1A.4 Students recognize initial and final sounds of words orally. LAK.1A.2 Students recognize and produce rhyming words orally.

words to make new words (e.g., /at/ → /sat/→ /mat/ → /map/).	WY is less specific.	
Phonics and Word Recognition		
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the graphemes for the five major vowels. c. Read at least twenty-five very-high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat vs. sat, cat vs. can, hit vs. hot).	Strong alignment Partial alignment (specificity): WY content is less specific. Weak alignment: WY content is in 1st grade. WY content includes strategies related to letter-sound relationships and context. Weak alignment: Content is similar, but there is significant difference in emphasis.	LAK.1A.13 Students know letter/sound correspondences. LAK.1A.13 Students know letter/sound correspondences. LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text. LAK.1A.13 Students know letter/sound correspondences.
Fluency		
K.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.	Weak alignment: WY content is in 1st grade. Content is similar, with some differences in phrasing and emphasis.	LA1.1A.6 Students read aloud with fluency in a manner that sounds like natural speech.
Writing Standards (W)		
Text Types and Purposes		
K.W.1 Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a	Partial alignment (implicit): Content is similar, with some differences in phrasing and	LAK.2B Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world"

book or the topic they are “writing” about and give an opinion about the topic (e.g., *My favorite book is . . .*).	emphasis.	events and ideas. LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.
K.W.2 Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	LAK.2B Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world" events and ideas. LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.
K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	LAK.2B Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world" events and ideas. LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.
Production and Distribution of Writing		
K.W.4 (Begins in grade 3)	N/A	N/A
K.W.5 With guidance and support from adults, add details to strengthen writing as needed through revision.	Weak alignment: WY content is less specific about revision. WY includes all aspects of the writing process.	LAK.2A Students apply writing skills to plan, draft, revise, and publish writing.
K.W. 6 (Begins in grade 2)	N/A	N/A
Research to Build Knowledge		
K.W.7 (Begins in grade 1)	N/A	N/A
K.W.8 Gather information from experiences or provided text sources to answer a specific question.	Weak alignment: WY content is in 2nd grade. WY content is more difficult in that students must use a variety of sources.	LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.
K.W.9 (Begins in grade 4)	N/A	N/A
Range of Writing		

K.W.10 (Begins in grade 4)	N/A	N/A
Speaking and Listening (SL)		
Comprehension and Collaboration		
K.SL.1 Participate in conversations with peers and adults about *kindergarten topics and texts* being studied in class. a. Listen to others and take turns speaking. b. Continue a conversation through several exchanges.	Partial alignment (scope): WY does not include taking turns or continuing a conversation.	LAK.3.2 Students orally share and listen to stories and other expressive pieces such as poetry, songs, nursery rhymes, etc. LAK.3.3 Students share ideas after hearing or viewing nonfiction and informational passages.
K.SL.2 Confirm understanding of information presented orally or through media by asking and answering questions about key details.	Partial alignment (implicit): WY does not specify asking and answering questions.	LAK.3.4 Students recall facts or details after hearing or viewing an informational passage.
K.SL.3 Ask questions to get information, seek help, or clarify something that is not understood.	No match	
Presentation of Knowledge and Ideas		
K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	No match	
K.SL.5 (Begins in grade 4)	N/A	N/A
K.SL.6 (Begins in grade 1)	N/A	N/A
Language (L)		
Conventions in Writing and Speaking		
K.L.1 Observe conventions of grammar and usage. a. Print most upper- and lowercase letters. b. Write a letter or letters for most consonant and short-vowel sounds	Partial alignment (specificity): CC content specifies upper and lower case. Partial alignment (specificity):	LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and

(phonemes).	CC content specifies vowel sounds.	directionality of print to express ideas
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.	No match	LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
d. Understand and use the most frequently occurring prepositions in English (e.g., to/from, in/out, on/off, for, of, by, with) when speaking.	Weak alignment: WY is less specific and has significant differences in emphasis. WY content is in 1st grade.	LA1.2A.4 Students write simple sentences.
e. Produce and expand complete sentences in shared language and writing activities.	Partial alignment (grade level): WY content is in 1st grade.	LAK.3.4 Students recall facts or details after hearing or viewing an informational passage.
f. Understand and use question words (e.g., who, what, where, when, why, how) in discussions.	Weak alignment: WY content is less specific and has significant differences in emphasis. Some of the WY content is in 1st grade.	LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.
K.L.2 Observe conventions of capitalization, punctuation, and spelling.		
a. Capitalize the first word in a sentence and the pronoun I.	Partial alignment (grade level): WY content is in 1st grade. Capitalizing names is found in CC.1.L.2.a.	LA1.2A.5 Students capitalize the first word of a sentence, names of people, and the pronoun 'I'.
b. Name and identify end punctuation, including periods, question marks, and exclamation points.	Partial alignment (grade level): WY content is in 1st grade. WY content emphasizes using punctuation, while the CC only identifies it.	LA1.2A.6 Students conclude sentence with proper punctuation such as a period, exclamation point, or question mark.
c. Spell simple words phonetically using knowledge of sound-letter relationships.		LA1.2A.7 Students apply basic phonological principles to spell words including beginning and ending consonant sounds and easy to hear vowel

	Partial alignment (grade level): WY content is in 1st grade.	sounds.
K.L.3 (Begins in grade 3)	N/A	N/A
Vocabulary Acquisition and Use		
K.L.4 Determine word meanings (*based on kindergarten reading*). a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck). c. Use the most common affixes in English (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	No match Weak alignment: Content is similar, but there is significant difference in phrasing and emphasis. WY content is in 1st grade. Partial alignment (grade level): WY content is in 2nd grade.	LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech. LA2.1A.1 Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.
K.L.5 Understand word relationships. a. Build real-life connections between words and their use (e.g., note places at school that are colorful). b. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. c. Use common adjectives to distinguish objects (e.g., the small blue square; the shy white rabbit).	No match Weak alignment: WY content is in 1st grade. WY content is less specific.	LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.

d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).		
K.L.6 Use newly learned words acquired through conversations, reading, and responding to texts.	Weak alignment: WY content is in 1st grade. Content is similar, but there is a significant difference in phrasing and emphasis.	LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
Grade 1		
Reading Standards for Literature (RL)		
Key Ideas and Details		
1.RL.1 Ask and answer questions about key details and events in a text.	Strong alignment	LA1.1B.2 Students recall sequence of key events. LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.
1.RL.2 Retell stories, demonstrating understanding of the central message or lesson.	Partial alignment (grade level): WY content is in 2nd grade.	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.
1.RL.3 Describe characters, settings, and key events in a story.	Strong alignment	LA1.1B.1 Students identify setting, characters, main events, and plot in story.
Craft and Structure		
1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Partial alignment (grade level): WY content is in 3rd grade.	LA3.1B.3 Students recognize use of descriptive language.

1.RL.5 Distinguish major categories of writing from each other (e.g., stories and poems), drawing on a wide reading of a range of text types.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	LA1.1A.7 Students are familiar with a variety of modes such as Big Books, story telling, magazines, newspapers, and audio and video modes.
1.RL.6 Identify who is speaking at various points in a story, myth, fable, or narrative poem.	No match	
Integration of Knowledge and Ideas		
1.RL.7 Use pictures, illustrations, and details in a story to describe characters, events, or settings.	Partial alignment (implicit): Content is similar with some differences in phrasing. WY content requires students to identify, rather than describe, story elements.	LAK.1A.6 Students use pictures and illustrations to understand text and to make predictions. LA1.1B.1 Students identify setting, characters, main events, and plot in story.
1.RL.8 (Not applicable to literature)	N/A	N/A
1.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Partial alignment (grade level): WY content is in 2nd grade.	LA2.1B.1 Students compare and contrast plots, characters, and settings presented by different authors.
Range and Level of Text Complexity		
1.RL.10 Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.	Weak alignment: WY does not include a means for determining text level or complexity. WY specifies independent reading strategies. Content is similar, but there is a significant difference in emphasis and phrasing..	LA1.1A.5 Students monitor and self-correct for meaning. LA1.1A.6 Students read aloud with fluency in a manner that sounds like natural speech. LA1.1B.3 Students read a variety of literary genres such as story-books, poems, fairy tales, narratives, and fables.
Reading Standards for Informational Text (RI)		
Key Ideas and Details		
1.RI.1 Ask and answer questions about key information and events in a text.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.

1.RI.2 Identify the main topic, main ideas, and key details of a text.	Strong alignment	LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.
1.RI.3 Describe the connection between two key events or ideas in a text.	Weak alignment: Content is similar, with some differences in phrasing. WY includes making predictions.	LA1.1A.2 Students use sequence to understand text and to make predictions about content.
Craft and Structure		
1.RI.4 Learn and determine the meanings of words and phrases encountered in text relevant to a *grade 1 topic or subject area*.	Partial alignment (implicit): WY content is similar, with some differences in phrasing.	LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.
1.RI.5 Describe how a text groups information into general categories (e.g., cows, pigs, and horses are *farm animals*).	No match	
1.RI.6 Distinguish between information provided by pictures or illustrations and that provided by the words in a text.	No match	
Integration of Knowledge and Ideas		
1.RI.7 Use pictures, illustrations, and details in a text to describe the key ideas.	Partial alignment (grade level): WY content related to pictures and illustrations is in kindergarten.	LAK.1A.6 Students use pictures and illustrations to understand text and to make predictions. LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.
1.RI.8 Identify cause-and-effect relationships in a text.	Partial alignment: WY content is in 5th grade.	LA5.1A.5 Students understand cause and effect relationships.
1.RI.9 Identify similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	Partial alignment (implicit): Content is similar, with some differences in phrasing.	LA1.1A.3 Students compare information from several sources to understand text.
Range and Level of Text Complexity		
1.RI.10 Read independently, proficiently, and fluently informational texts appropriately complex for grade 1.	Weak alignment: WY does not include a means for determining text level or complexity beyond genre	LA1.1A.5 Students monitor and self-correct for meaning. LA1.1A.6 Students read aloud with fluency in a

	types. WY specifies independent reading strategies and describes attributes of reading fluency.	manner that sounds like natural speech. LA1.1C.1 Students read nonfiction texts.
Reading Standards: Foundational (RF)		
Phonological Awareness		
1.RF.1 Not applicable	N/A	N/A
1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes. a. Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., */tap/* vs. */tape/*, */sock/* vs*. /soak/*, */sit/* vs. */sight/*). b. Orally produce single-syllable words by blending phonemes, including consonant blends (e.g., */cats/*, */black/*, */blast/*). c. Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words (e.g., ***f****ast*, ***fa****st*, *fas****t***). d. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/→ /f/-/l/-/a/-/p/).	Weak alignment: WY is less specific. WY content is in kindergarten. No match Weak alignment: WY is less specific. WY content does not include medial sounds. WY content is in kindergarten. No match	LAK.2A.2 Students know some dominant sounds in words. LAK.1A.4 Students recognize initial and final sounds of words orally.
Phonics and Word Recognition		
1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs (e.g., -ll, -ck, wr-, sh).	Partial alignment (specificity): WY content is less specific. As above	LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text. As above

b. Decode regularly spelled one-syllable words (e.g., lock, much, see, rain, slide, bake, bring).	No match	
c. Know final -e (e.g., take, side) and common vowel team conventions (e.g., rain, day, week, seat, road, show) for representing long vowel sounds.	No match	
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Weak alignment: Content is similar, but there is a significant difference in phrasing and emphasis. WY content is in kindergarten. WY is less specific.	LAK.1A.11 Students match voice with print, associating syllables, words, and phrases with their written form.
e. Decode two-syllable words following basic patterns (e.g., rabbit) by breaking the words into syllables.	No match	
f. Read words with inflectional endings (e.g., -s, -es, -ed, -ing, -er, -est).	No match	
g. Recognize and read grade-appropriate irregularly spelled words (e.g., said, were, could, would, their, there, through, none, both).		
Fluency		
1.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types and does not emphasize	LA1.1B.3 Students read a variety of literary genres such as story-books, poems, fairy tales, narratives, and fables.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	purpose and comprehension. Partial alignment (specificity): WY is less specific. Strong alignment As above	LA1.1A.6 Students read aloud with fluency in a manner that sounds like natural speech. LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text. LA1.1A.5 Students monitor and self-correct for meaning.
Writing (W)		
Text Types and Purposes		
1.W.1 Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.	Partial alignment (scope): WY content does not include stating and supporting opinions.	LA1.2A.1 Students write on a topic to communicate ideas. LA1.2A.2 Students begin to demonstrate awareness of openings and closings.
1.W.2 Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.	Partial alignment (implicit): Content is similar, but WY does not emphasize relevant support for the topic.	LA1.2A.1 Students write on a topic to communicate ideas. LA1.2A.2 Students begin to demonstrate awareness of openings and closings.
Text Types and Purposes		
1.W.3 Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.	Partial alignment (specificity): WY is less specific.	LA1.2A.1 Students write on a topic to communicate ideas. LA1.2A.2 Students begin to demonstrate awareness of openings and closings. LA1.2B.2 Students share real-life experiences in writing.
1.W.4 (Begins in grade 3)	N/A	N/A
Production and Distribution of Writing		
1.W.5 With guidance and support from	Partial alignment (specificity):	LA1.2A Students apply writing skills to plan, draft,

adults, add details to strengthen writing as needed through revision.	WY is less specific. WY includes all aspects of the writing process.	revise, and publish writing.
1.W.6 (Begins in grade 2)	N/A	N/A
Research to Build Knowledge		
1.W.7 Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).	No match	
1.W.8 Gather information from experiences or provided text sources to answer a specific question.	Weak alignment (grade level): WY content is in 2nd grade. WY is more specific about types of sources.	LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.
1.W.9 (Begins in grade 4)	N/A	N/A
Range of Writing		
1.W.10 (Begins in grade 4)	N/A	N/A
Speaking and Listening		
Comprehension and Collaboration		
1.SL.1 Initiate and participate in conversations with peers and adults about *grade 1 topics and texts* being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways. b. Respond to the comments of others through multiple exchanges. c. Ask questions to clear up confusion about a topic.	Weak alignment: WY content explicitly about discussions is in 2nd grade. WY content does not specify rules for discussions or multiple exchanges.	LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions. LA2.3.5 Students contribute in small group discussions.
1.SL.2 Confirm understanding of information presented orally or through media by restating key elements and asking and answering questions about key details.	Partial alignment (grade level): WY content related to restating key facts is in 2nd grade.	LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions. LA2.3.3 Students list important facts after viewing or hearing a selection.

1.SL.3 Ask questions to get information, clarify something that is not understood, or gather additional information.	Partial alignment (specificity): CC specifies purposes for asking questions.	LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.
Presentation of Knowledge and Ideas		
1.SL.4 Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Partial alignment (specificity): CC specifies details and the clarity of expression.	LA1.3.2 Students orally share stories, poetry, and nonfiction or informational texts. LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
1.SL.5 (Begins in grade 4)	N/A	N/A
1.SL.6 Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future.	Weak alignment: CC specifies appropriateness of sentence to task or circumstance. WY does not reference correct use of verb tenses until 2nd grade.	LA1.2A.4 Students write simple sentences. LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.
Language Standards (L)		
Conventions in Writing and Speaking		
1.L.1 Observe conventions of grammar and usage. a. Print all upper- and lowercase letters. b. Use singular and plural nouns with matching verbs in simple sentences (e.g., He hops; We hop).	Weak alignment: CC specifies the formation of all letters. WY content related to letter formation is in kindergarten. Partial alignment (grade level): WY content about subject-verb agreement is in 2nd grade.	LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and

		plural nouns, and use of adjectives.
c. Use subject, object, and possessive pronouns in speaking and writing (e.g., I, me, my; they, them, their).	Weak alignment: WY content about pronouns is less specific. WY content is in 3rd grade.	LA3.2A.4 Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.
d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	Weak alignment: WY content about verb tense is less specific. WY content is in 2nd grade.	LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives. LA4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.
e. Understand and use frequently occurring prepositions in English (e.g., during, beyond, toward).		
f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.	Weak alignment: WY content about prepositions is more difficult because it goes beyond frequently used words. WY content is in 4th grade.	LA1.2A.4 Students write simple sentences.
g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.	Weak alignment: WY content is in 4th grade. CC specifies sentence types.	
	Partial alignment (implicit): WY	

	content is similar, with some differences in phrasing and emphasis.	
1.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Capitalize names, places, and dates.	Partial alignment (grade level): Some of the WY content is in 2nd grade.	LA1.2A.5 Students capitalize the first word of a sentence, names of people, and the pronoun 'I'. LA2.2A.2 Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials or people.
b. Use end punctuation for sentences, including periods, question marks, and exclamation points.	Strong alignment	LA1.2A.6 Students conclude sentence with proper punctuation such as a period, exclamation point, or question mark.
c. Use commas in dates and to separate single words in a series.	Weak alignment: WY content is in 2nd grade. CC specifies using commas in dates.	LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.
d. Use conventional spelling for words with common spelling patterns and for common irregular words. e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.	Partial alignment (implicit): Content is similar, with some difference in phrasing. No match	LA1.2A.7 Students apply basic phonological principles to spell words including beginning and ending consonant sounds and easy to hear vowel sounds.

f. Form new words through addition, deletion, and substitution of sound and letters (e.g., an → man → mat → mast → must → rust → crust).	No match	
Vocabulary Acquisition and Use		
1.L.4 Determine word meanings (*based on grade 1 reading*).		
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	No match	
b. Use sentence-level context as a clue to the meaning of an unknown word.	Strong alignment	LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.
c. Use common affixes in English as a clue to the meaning of an unknown word.	Partial alignment (grade level): WY content is in 2nd grade	LA2.1A.1 Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.
d. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	No match	
e. Demonstrate understanding of the concept of multiple-meaning words (e.g., match, kind, play) by identifying meanings of some grade-	Weak alignment: WY content is in 3rd grade and is less specific.	LA3.1A.1 Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.

appropriate examples of such words.		
1.L.5 Understand word relationships. a. Build real-life connections between words and their use (e.g., note places at home that are cozy). b. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining, choosing, or acting out the meanings.	Weak alignment: WY content is in the 2nd grade. WY content is less specific. Partial alignment (specificity): CC specifies distinguishing among synonymous verbs and adjectives.	LA2.1A.5 Students make connections with the text. LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
1.L.6 Use newly learned words acquired through conversations, reading, and responding to texts.	Partial alignment (scope): WY does not explicitly include reading as a means for vocabulary acquisition.	LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
Grade 2		
Reading Standards for Literature (RL)		
Key Ideas and Details		
2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details and events in a text.	Partial alignment (scope): WY content does not include questioning.	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.
2.RL.2 Paraphrase stories, fables, folktales, or myths from diverse cultures and determine their lessons or morals.	Strong alignment	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling. LA2.1B.3 Students read a variety of literary genres such as storybooks, poems, fairy tales, narratives, and fables.
2.RL.3 Describe how characters in a story respond to key events and conflicts.	Partial alignment (grade level): WY content is in 3rd grade.	LA3.1B.2 Students determine characters' traits by their actions and by how they are portrayed by the author and illustrator.

Craft and Structure		
2.RL.4 Identify words and phrases (e.g., regular beats, rhymes, and repeated lines) that supply rhythm and meaning in a story, poem, or song.	Weak alignment: WY content is in 4th grade. Content is similar with some differences in phrasing and emphasis.	LA4.1B.2 Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.
2.RL.5 Refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about a specific text.	Weak alignment: WY content is in 3rd grade. WY content is similar, with some difference in emphasis and phrasing.	LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.
2.RL.6 Distinguish between characters by speaking in a different voice for each character when reading aloud.	Partial alignment (specificity): CC specifies expression when reading dialogue.	LA2.3.4 Students read aloud fluently and accurately with appropriate intonation and expression.
Integration of Knowledge and Ideas		
2.RL.7 Explain how images and illustrations contribute to and clarify a story.	Weak alignment: WY content is in kindergarten. Content is similar with some difference in emphasis and phrasing.	LAK.1A.6 Students use pictures and illustrations to understand text and to make predictions.
2.RL.8 (Not applicable to literature)	N/A	N/A
2.RL.9 Compare and contrast characters or events from different stories addressing similar themes.	Strong alignment	LA2.1B.1 Students compare and contrast plots, characters, and settings presented by different authors.
Range and Level of Text Complexity		
2.RL.10 Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level/complexity beyond genre types.	LA2.1B.3 Students read a variety of literary genres such as storybooks, poems, fairy tales, narratives, and fables. LA2.3.4 Students read aloud fluently and accurately with appropriate intonation and expression.
Reading Standards for Informational Text (RI)		
Key Ideas and Details		
2.RI.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key	Partial alignment (scope): WY content does not include questioning.	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.

information and events in a text.		
2.RI.2 Identify the main focus of a multiparagraph text as well as that of specific paragraphs within the text.	Partial alignment (implicit): WY content is similar, with some difference in phrasing.	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.
2.RI.3 Describe the connection between two or more historical events or scientific concepts in a text.	No match	
Craft and Structure		
2.RI.4 Learn and determine the meanings of words and phrases encountered in text relevant to a *grade 2 topic or subject area*.	No match	
2.RI.5 Know and use various text features (e.g., captions, headings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information.	Weak alignment: WY content is in 2nd–4th grades; WY does not include all types of text features referenced in the CC.	LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers. LA3.1C.3 Students locate information using a table of contents or glossary. LA4.1C.3 Students locate information using table of contents, index, or glossary.
2.RI.6 Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe.	Weak alignment (grade level): WY content is in 4th grade; WY content appears under literature, not informational text.	LA4.1B.6 Students understand author's purpose and elements that help to achieve that purpose such as language, form, setting, specific information and details, and persuasive techniques.
Integration of Knowledge and Ideas		
2.RI.7 Explain how images and illustrations contribute to and clarify a text.	Weak alignment: WY content is in kindergarten. Content is similar with some difference in emphasis and phrasing.	LAK.1A.6 Students use pictures and illustrations to understand text and to make predictions.
2.RI.8 Describe how specific causes link key events or ideas together in a text.	Partial alignment (grade level): WY content is in 5th grade.	LA5.1A.5 Students understand cause and effect relationships.
2.RI.9 Describe similarities in and differences between two texts on the same topic.	Partial alignment (grade level): WY content is in 3rd grade.	LA3.1C.2 Students compare and contrast information on the same topic after reading several passages or articles.

Range and Level of Text Complexity		
2.RI.10 Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	LA2.1C.4 Students read nonfiction, such as biographies and graphics. LA2.3.4 Students read aloud fluently and accurately with appropriate intonation and expression.
Reading Standards: Foundational (RF) shading		
Phonics and Word Recognition		
2.RF.1 (Not applicable)	N/A	N/A
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one syllable words (e.g., *hop* vs. *hope*, *men* vs. *mean*, *fell* vs. *feel*, *bend* vs. *bead*). b. Know spelling-sound correspondences for additional common vowel teams (e.g., *loud*, *cow*, *look*, *loop*, *boy*, *boil*). c. Decode regularly spelled two-syllable words with long vowels (e.g., *surprise*, *remain*, *needle*, *baby*, *paper*). d. Decode words with common prefixes and suffixes (e.g., *unhappy*, *carefully*, *goodness*, *unbutton*).	Partial alignment (implicit): WY content focuses on phonological rules for spelling. Partial alignment (implicit): WY content focuses on phonological rules for spelling. Weak alignment: WY content is in kindergarten. WY content is less specific. Strong alignment	LA2.2A.3 Students apply sound-symbol relationships to spelling. LA2.2A.3 Students apply sound-symbol relationships to spelling. LAK.1A.11 Students match voice with print, associating syllables, words, and phrases with their written form. LA2.1A.1 Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words. LA2.2A.3 Students apply sound-symbol relationships to spelling.

e. Identify words with inconsistent but common spelling-sound correspondences (e.g., *heat* vs. *head*, *roll* vs. *doll*, *hint* vs. *hind*). f. Recognize and read grade appropriate irregularly spelled words (e.g., *through*, *eyes*, *busy*, *ocean*, *island*, *people*).	Weak alignment: Content is similar, with significant differences in phrasing and emphasis. No match	
Fluency		
2.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.	Partial alignment (scope): WY content includes comprehension strategies. Strong alignment Partial alignment (grade level): WY content is in 1st grade.	LA2.1A.4 Students set a purpose for reading and use such comprehension strategies as visualizing and inferring. LA2.3.4 Students read aloud fluently and accurately with appropriate intonation and expression. LA1.1A.5 Students monitor and self-correct for meaning.
Writing (W)		
Text Types and Purposes		
2.W.1 Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., *because*, *and*, *also*), and provide a sense of closure.	No match	

2.W.2 Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.	Partial alignment (grade level): WY content is in 3rd grade; WY content is less specific.	LA3.2B.3 Students write reports using research. LA3.2A.2 Students write a paragraph with simple topic sentence and supporting details.
2.W.3 Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.	Weak alignment: WY content is less specific WY is less difficult because it requires a simple story plot rather than a well-elaborated event.	LA2.2B.3 Students write a simple story with a beginning, middle, and end.
Production and Distribution of Writing		
2.W.4 (Begins in grade 3)	N/A	N/A
2.W.5 With guidance from adults, strengthen writing as needed by revising and editing.	Partial alignment (specificity): WY content specifies revision strategies.	LA2.2A.5 Students use strategies to draft and revise written work such as focusing on one topic; maintaining consistent focus; using elements of a specific genre; checking for clarity, content, organization, and relevant and descriptive details.
2.W.6 With guidance from adults, use technology to produce writing.	Strong alignment	LA2.2A.6 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, spelling, and sentence structure; sharing final copy with others; and using available technology to publish work.
Research to Build Knowledge		
2.W.7 Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).	Weak alignment: WY content does not include shared research and writing.	LA2.2B.4 Students create and share information using lists, posters, and personal experience reports. LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.
2.W.8 Gather information from experiences or provided text sources to answer a specific question.	Partial alignment (Implicit): WY is similar, with some difference in phrasing.	LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.

2.W.9 (Begins in grade 4)		
Range of Writing		
2.W.10 (Begins in grade 4)		
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		
2.SL.1 Engage in group discussions on *grade 2 topics and texts* being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways. b. Stay on topic by linking their own additions to the conversation to the previous remarks of others. c. Ask for clarification and further explanation as needed. d. Extend their ideas and understanding in light of the discussions.	Partial alignment (specificity): WY content is less specific. Partial alignment (grade level): WY content is in 8th grade. No match Partial alignment (grade level): WY content is in 8th grade.	LA2.3.2 Students communicate information, stay on topic, and use appropriate volume. LA2.3.5 Students contribute in small group discussions. LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments. LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments.
2.SL.2 Retell key details or ideas presented orally or through media.	Strong alignment	LA2.3.3 Students list important facts after viewing or hearing a selection.
2.SL.3 Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.	Partial alignment (grade level): WY content is found in 1st and 3rd grades.	LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions. LA3.3.1 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.
Presentation of Knowledge and Ideas		
2.SL.4 Recount stories or experiences	Partial alignment (specificity):	LA2.3.3 Students list important facts after viewing

with appropriate facts and descriptive details.	CC specifies stories and descriptive details.	or hearing a selection.
2.SL.5 (Begins in grade 4)	N/A	N/A
2.SL.6 Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns.	No match	
Language Standards (L)		
Conventions in Writing and Speaking		
2.L.1 Observe conventions of grammar and usage. a. Form common irregular plural nouns (e.g., feet, children, teeth, mice, fish).	Partial alignment (specificity): WY content is less specific.	LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.
b. Form the past tense of common irregular verbs (e.g., sat, hid, told).	As above	As above
c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.	Partial alignment (specificity): WY content is less specific.	LA2.2B.2 Students write descriptive sentences.
d. Produce and expand complete sentences to provide requested detail or clarification.	As above	As above
2.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Capitalize holidays, product names, geographic names, and important words in titles.	Strong alignment	LA2.2A.2 Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles

		and initials or people.
b. Use commas in greetings and closings of letters.	Weak alignment (implicit): WY content is similar, with some difference in phrasing. Some WY content is in 3rd grade.	LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives. LA3.2B.1 Students write and share personal and formal letters including date, salutation, body, closing, and signature.
c. Use apostrophes to form contractions and common possessives.	Partial alignment (grade level): WY content is in 4th grade.	LA4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.
d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil; paper → copper). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	No match Partial alignment (grade level): WY content is in 3rd grade.	LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.
Vocabulary Acquisition and Use		
2.L.3 (Begins in grade 3)	N/A	N/A
2.L.4 Determine word meanings (*based*	Weak alignment: WY content	LA2.1A.1 Students use basic elements of

on grade 2 reading). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital. b. Explain the meaning of grade-appropriate compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	is similar, with some differences in phrasing and emphasis. WY content is less specific.	structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.
2.L.5 Understand word relationships. a. Build real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny, scrawny).	Partial alignment (specificity): CC specifies real-life connections and provides examples. Weak alignment: WY content is in 1st grade; CC specifies distinguishing among synonymous verbs and	LA2.1A.5 Students make connections with the text. LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.

	adjectives.	
2.L.6 Use newly learned words acquired through conversations, reading, and responding to texts.	No match	
Grade 3		
Reading Standards for Literature (RL)		
Key Ideas and Details		
3.RL.1 Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	No match	
3.RL.2 Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.1A.2 Students comprehend main idea and supporting details.
3.RL.3 Describe the main characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events.	Partial alignment (scope): WY content does not address the effect of characters' traits on sequence of events.	LA3.1B.2 Students determine characters' traits by their actions and by how they are portrayed by the author and illustrator.
Craft and Structure		
3.RL.4 Interpret key words and phrases in a text, distinguishing literal from figurative language.	Partial alignment (scope): CC content is more difficult. WY content calls for recognition; CC content requires interpretation and differentiation.	LA3.1B.3 Students recognize use of descriptive language.
3.RL.5 Demonstrate understanding of common features of legends, myths, and folk- and fairytales (e.g., heroes and villains; quests or challenges) when writing or speaking about classic stories from around the world.	Partial alignment (grade level): WY content is in 4th grade.	LA4.1B.4 Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.
3.RL.6 Distinguish their own point of view from those of characters in a story.	Partial alignment (specificity): WY content is less specific.	LA3.1A.5 Students make connections among texts and themselves.
Integration of Knowledge and Ideas		

3.RL.7 Use information from illustrations and other visual elements in a text with the words to develop an understanding of the setting, characters, and plot.	Partial alignment (implicit): WY content is similar, with some differences in emphasis and phrasing.	LA3.1A.3 Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.
3.RL.8 (Not applicable to literature)	N/A	N/A
3.RL.9 Compare and contrast the plots, settings, and themes of stories written by the same author about the same or similar characters (e.g., in books from a series).	No match	
Range and Level of Text Complexity		
3.RL.10 Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read "stretch" texts in the grades 4–5 text complexity band with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types. WY specifies strategies for students that enable students to read independently.	LA3.1A.4 Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines. LA3.1B.4 Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales, and legends.
Reading Standards for Informational Text (RI)		
Key Ideas and Details		
3.RI.1 Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	No match	
3.RI.2 Determine the main idea of a text and explain how it is supported by the key details.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.1C.1 Students distinguish the main idea and supporting details in grade-level-appropriate expository text.
3.RI.3 Describe the relationship between historical or scientific events or ideas in a text, using knowledge of connective devices that pertain to time, sequence, and cause and effect.	No match	
Craft and Structure		

3.RI.4 Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a *grade 3 topic or subject area*.	Partial alignment (grade level): WY content is in 4th grade.	LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.
3.RI.5 Use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate information quickly and efficiently.	Partial alignment (scope): WY does not include the same number of text features.	LA3.1C.3 Students locate information using a table of contents or glossary.
3.RI.6 Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.	Weak alignment: WY content is less specific. Some of WY content is in 4th grade.	LA3.1A.5 Students make connections among texts and themselves. LA4.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.
Integration of Knowledge and Ideas		
3.RI.7 Integrate information from illustrations and other visual elements (e.g., maps, photographs) in print and digital texts as an aid to understanding where, when, why, and how key events occur.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.1A.3 Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences. LA3.1C.4 Students interpret simple maps, charts, and graphs.
3.RI.8 Describe the logical connection between paragraphs and between sentences in a text (e.g., comparison, sequence, example).	Weak alignment (implicit): Content is similar, but there is significant differences in phrasing and emphasis.	LA4.1C.4 Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).
3.RI.9 Compare and contrast information drawn from two texts on the same subject.	Strong alignment	LA3.1C.2 Students compare and contrast information on the same topic after reading several passages or articles.
Range and Level of Text Complexity		
3.RI.10 Read informational texts independently, proficiently, and fluently	Partial alignment (scope): WY does not include a means for	LA3.1C.6 Students read nonfiction texts such as biographies.

within the grades 2–3 text complexity band; read "stretch" texts in the grades 4–5 text complexity band with scaffolding as needed.	determining text level or complexity beyond genre types.	LA3.1C.7 Students are familiar with a variety of informational modes, such as books by the same author, demonstrations, and children's news publications.
Reading Standards: Foundational (RF)		
Phonics and Word Recognition		
3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., *un-*, *re-*, *mis-*, *-ful*, *-less*, *-able*).	Weak alignment: WY content is in 2nd grade. CC content is more specific.	LA2.1A.1 Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.
b. Decode words with common Latin suffixes (e.g., *-tion/-sion*, *-ture*, *-tive/-sive*, *-ify*, *-ity*, *-ment*).	As above	As above
c. Decode multisyllable words (e.g., *supper*, *chimpanzee refrigerator*, *terrible*, *frightening*).	Weak alignment: Content is similar, with significant differences in emphasis and phrasing.	LA3.1A.1 Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.
d. Read grade-appropriate irregularly spelled words (e.g., *although*, *science*, *stomach*, *machine*).	No match	
Fluency		
3.RF.4 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	Strong alignment	LA3.1A.4 Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.	Strong alignment Weak alignment: WY content is in 1st grade. Content is similar with some differences in phrasing.	LA3.3.4 Students read aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression. LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text. LA1.1A.5 Students monitor and self-correct for meaning
Writing Standards (W)		
Text Types and Purposes		
3.W. 1 Write opinions in which they: a. Introduce the topic or book(s) directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.	Partial alignment (implicit): Content is similar, with some differences in phrasing.	LA3.2B.4 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.
b. Provide reasons that support the opinion.	Partial alignment (implicit): Content is similar, with some differences in emphasis.	LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.
c. Use appropriate words to link opinions and reason(s) (e.g., because, therefore, in order to, since, for example). d. Provide a sense of closure.	Partial alignment (grade level): WY content is in 5th grade.	LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions. As above

	As above	
3.W.2 Write informative/explanatory pieces in which they: a. Introduce a topic and create an organizational structure that presents similar information together. b. Provide some details to develop points. c. Use linking words (e.g., also, another, and, more) to connect ideas within categories of information. d. Include a concluding sentence or section.	Partial alignment (specificity): WY content does not specify linking words or concluding sentence Partial alignment (implicit): Content is similar, with some differences in emphasis. Partial alignment (grade level): WY content is in 5th grade. As above	LA3.2A.2 Students write a paragraph with simple topic sentence and supporting details. LA3.2B.5Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements. LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.
3.W.3 Write narratives in which they: a. Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally. b. Employ dialogue and descriptions of characters' actions, thoughts, and feelings. c. Use temporal words and	 Partial alignment (grade level): WY content is in 6th grade. Partial alignment (grade level): WY content is in 6th grade. As above	 LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: a. Establishing appropriate point of view; b. Including sensory detail and concrete language; and

phrases to signal event sequence. d. Provide a sense of closure.	Partial alignment (grade level): WY content is in 5th grade.	c. Using a range of narrative devices including dialogue and suspense. As above LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.
Production and Distribution of Writing		
3.W.4 (Begins in grade 4)	N/A	N/A
3.W.5 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	Partial alignment (specificity): WY content specifies revision strategies.	LA3.2A.5 Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details.
3.W.6 With guidance and support from adults, use technology to produce and publish writing.	Strong alignment	LA3.2A.6 Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish. LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.
Research to Build Knowledge		
3.W.7 Perform short, focused research tasks that build knowledge about a topic.	Strong alignment	LA3.2B.3 Students write reports using research.
3.W.8 Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.	Partial alignment (grade level): WY content is in 4th grade	LA4.2B.3 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.

3.W.9 (Begins in 4th grade)	N/A	N/A
Range of Writing		
3.W.10 (Begins in 4th grade)	N/A	N/A
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		
3.SL.1 Initiate and engage in group discussions on *grade 3 topics and texts* being studied in class. a. Follow agreed-upon rules for discussions and carry out assigned roles in small-group discussions. b. Pose relevant questions and link their own additions to the conversation to the previous remarks of others. c. Extend their ideas and understanding in light of the discussions.	Partial alignment (specificity): CC content specifies assigned roles. Partial alignment (grade level): Some of WY content is in 5th grade. No match	LA3.3.5 Students speak and listen cooperatively in small groups. LA3.3.1 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions. LA5.3.3 In small group discussion, students ask relevant questions to determine purpose or clarify meaning.
3.SL.2 Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodally.	Weak alignment: Some WY content is in 2nd grade. Content is similar with some differences in emphasis and phrasing.	LA2.3.3 Students list important facts after viewing or hearing a selection. LA3.1C.4 Students interpret simple maps, charts, and graphs.
3.SL.3 Ask and answer questions about presentations, offering appropriate elaboration and detail.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.3.1 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.

Presentation of Knowledge and Ideas		
3.SL.4 Report on a topic or recount stories or experiences with appropriate facts and descriptive details.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.3.3 Students use clear and specific vocabulary to communicate ideas, establish tone, and present information.
3.SL.5 (Begins in grade 4)	N/A	N/A
3.SL.6 Speak coherently, employing a variety of tenses and ensuring subject-verb and pronoun-antecedent agreement.	No match	
Language Standards (L)		
Conventions in Writing and Speaking		
3.L.1 Observe conventions of grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.	Partial alignment (grade level): WY content is in 2nd grade.	LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.
b. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.	As above	As above
c. Ensure subject-verb and pronoun-antecedent agreement.	As above	As above
d. Produce simple, compound, and complex sentences.	Partial alignment (specificity): CC specifies types of sentences.	LA3.2A.3 Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.
3.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use correct capitalization.	Partial alignment (specificity): WY	LA3.2A.4 Students use grade-level-

	specifies holidays and historical periods.	appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.
b. Use quotation marks in dialogue.	No match	
c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. e. Consult reference materials, including dictionaries, as needed to check and correct spellings.	Partial alignment (specificity): CC content specifies using suffixes and patterns to spell high-frequency words. Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.2A.4 Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses. LA3.2A.6 Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.
3.L.3 Make effective language choices. a. Use words for effect.*	Partial alignment (grade level): WY content is in 4th grade.	LA4.2A.3 Students use descriptive and original words and show evidence of voice.
Vocabulary Acquisition and Use		
3.L.4 Determine word meanings (*based on grade 3 reading*). a. Determine or clarify the meaning of unknown or multiple-	Partial alignment (specificity): CC specifies using syntax.	LA3.1A.1 Students use knowledge of less common vowel patterns,

meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital. b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). d. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Partial alignment (grade level): WY content is in 4th grade. As above No match	syllabication, complex word families, and homophones and homographs to decode unknown words and understand text. LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology. LA4.1A.7 Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words. As above
3.L.5 Understand word relationships. a. Build real-life connections between words and their use (e.g., describe people who are friendly or helpful). b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected,	Partial alignment (grade level): WY content is in 2nd grade. Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA2.1A.5 Students make connections with the text. LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms,

heard, wondered).		antonyms, and homonyms; and common figures of speech.
3.L.6 Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.3.3 Students use clear and specific vocabulary to communicate ideas, establish tone, and present information. LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.
Grade 4		
Reading Standards for Literature (RL) shading		
Key Ideas and Details		
4.RL.1 Draw on details and examples from a text to support statements about the text.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA4.1A.1 Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail. LA4.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.
4.RL.2 Summarize a text and derive a theme of a story, drama, or poem from details in the text.	Partial alignment (grade level): WY content related to theme is in 7th grade.	LA4.1A.5 Students demonstrate understanding by summarizing. LA7.1B.1 Students explain connections between setting, plot, theme, and characterization.
4.RL.3 Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, or interactions	Weak alignment: CC includes events and setting. CC specifies using details about character's thoughts, words, deeds, or interactions with others. WY specifies	LA4.1B.1 Students use knowledge of situation, setting and a character's traits and motivations to determine the causes for that character's actions.

with others).	character motivation.	
Craft and Structure		
4.RL.4 Understand words and phrases in a text that allude to significant characters found in mythology (e.g., *Herculean*), drawing on a wide reading of classic myths from a variety of cultures and periods.	Partial alignment (grade level): WY content is in 11th grade.	LA11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.
4.RL.5 Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., stanza, verse, rhythm, meter) when writing or speaking about specific poems.	Partial alignment (specificity): CC specifies structural elements of poetry.	LA4.1B.4 Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.
4.RL.6 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Weak alignment: WY content is in 7th grade; WY content is less specific.	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
Integration of Knowledge and Ideas		
4.RL.7 Integrate information from several illustrations and other visual elements in a text with the words to develop an understanding of how the setting and characters change and the plot develops.	Weak alignment: WY content is in 3rd grade. CC content is more specific about using multiple illustrations.	LA3.1A.3 Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.
4.RL.8 (Not applicable to literature)	N/A	N/A
4.RL.9 Compare and contrast thematically similar tales, myths, and accounts of events from various cultures.	Weak alignment: WY content is in 2nd and 8th grade; Content is similar, but there is a significant difference in phrasing and emphasis.	LA2.1B.1 Students compare and contrast plots, characters, and settings presented by different authors. LA8.1A.3 Students use strategies such as setting a purpose, predicting,

		cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.
Range and Level of Text Complexity		
4.RL.10 Read literature independently, proficiently, and fluently in the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	LA4.1B.3 Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, narratives from different cultures, drama, literature anthologies, myths, folk tales, and legends.
Reading Standards for Informational Text (RI)		
Key Ideas and Details		
4.RI.1 Draw on details and examples from a text to support statements about the text.	Partial alignment (implicit): WY content is similar, with some difference in phrasing and emphasis.	LA4.1A.1 Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail. LA4.1C.4 Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).
4.RI.2 Determine the main idea and supporting details of a text; summarize the text.	Strong alignment	LA4.1A.1 Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail. LA4.1C.4 Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion). LA4.1A.5 Students demonstrate understanding by summarizing.

		LA4.1C.2 Students summarize important information.
4.RI.3 Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text.	No match	
Craft and Structure		
4.RI.4 Learn and determine the meanings of general academic language and domain-specific words or phrases encountered in a text relevant to a *grade 4 topic or subject area*.	Partial alignment (implicit): WY content is similar, with some difference in phrasing.	LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.
4.RI.5 Use text features and search tools to locate and process information relevant to a given topic.	Strong alignment	LA4.1A.9 Students use text organizers such as type, headings, and graphics to predict and categorize information. LA4.1C.3 Students locate information using table of contents, index, or glossary.
4.RI.6 Compare an eyewitness account to a secondhand account of the same event or topic.	No match	
Integration of Knowledge and Ideas		
4.RI.7 Interpret factual information presented graphically or visually (e.g., in charts, diagrams, time lines, animations, and interactive elements) and explain how the information contributes to understanding a print or digital text.	Partial alignment (implicit): Content is similar with some differences in emphasis and phrasing.	LA4.1A.9 Students use text organizers such as type, headings, and graphics to predict and categorize information.
4.RI.8 Explain how an author uses evidence to support his or her claims in a text.	Partial alignment (implicit): WY content is similar, with some difference in phrasing.	LA4.1C.4 Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).
4.RI.9 Describe how two or more texts on the same subject build on one another;	Weak alignment: WY content is in 5th grade; WY content is less difficult.	LA5.1C.1 Students locate and use information from multiple sources.

provide a coherent picture of the information they convey.		
Range and Level of Text Complexity		
4.RI.10 Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.	Weak alignment (scope): WY does not include a means for determining text complexity beyond genre types. WY specifies the attributes of reading fluency.	LA4.1C.1 Students read a variety of non-fiction and informational texts. LA4.1A.10Students read narrative and expository text aloud with level-appropriate fluency and accuracy with appropriate pacing, intonation, and expression.
Writing Standards (W)		
Text Types and Purposes		
4.W.1 Write opinions in which they: a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link reasons and details together using words and phrases (e.g., *so*, *then*, *for instance*, *in addition*). d. Adopt an appropriate style for sharing and defending an opinion.	Partial alignment (grade level):CC content is in 6th grade. Partial alignment (grade level): WY content is in 3rd grade. Weak alignment: WY content is in 5th grade. CC content specifies transitions for linking opinions to reasons. No match Partial alignment (implicit): Content is similar, with some differences in phrasing	LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes. LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements. LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.

e. Provide a concluding statement or section.		LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.
4.W.2 Write informative/explanatory pieces in which they: a. State the topic clearly and group related information in paragraphs and sections.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA4.2B.3 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.
b. Develop the topic using facts, concrete details, quotations, or other information and examples.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA4.2A.6 Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.
c. Use appropriate links to join ideas within categories of information.	Partial alignment (grade level): WY content is in 5th grade.	LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.
d. Employ domain-specific vocabulary when appropriate.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.
e. Provide a conclusion related to the information or explanation offered.	Partial alignment (grade level): WY content is in 5th grade.	LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.
4.W.3 Write narratives in which they: a. Orient the reader by establishing a situation, introduce a narrator and/or	Partial alignment (grade level): WY content is in 5th grade.	LA5.2B.2 Students write and share literary texts (personal narratives, journals, poetry, fictional stories) using

characters, and organize an event sequence that unfolds naturally. b. Use narrative techniques such as dialogue and description to develop events and show the characters' external behaviors and internal responses to events. c. Use a variety of temporal words and phrases to manage the sequence of events. d. Use concrete and sensory words and phrases to convey events and experiences precisely. e. Provide a satisfying conclusion that follows from the narrative's events.	Partial alignment (grade level): WY content is in 5th grade. Partial alignment (grade level): WY content is in 7th grade.	level-appropriate strategies such as: a. Developing a clear story line in sequence; b. Using descriptive words and phrases; and c. Developing character, setting, and plot. LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: a. Establishing appropriate point of view; b. Including sensory detail and concrete language; and c. Using a range of narrative devices including dialogue and suspense. LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
Production and Distribution of Writing		
4.W.4 Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA4.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such a word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.

		LA5.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
4.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.	Partial alignment (specificity): WY specifies the types of revision strategies used.	LA4.2A.5 Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus of a topic, identifying prior knowledge, and developing a plan for gathering information. LA4.2A.7 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing. LA4.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such a word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view. LA4.2A.9 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit and proofread such as dictionaries, spell checker, and style manuals.
4.W.6 With guidance and support from	Partial alignment (grade level): Some WY	LA3.2A.6 Students use strategies to

adults, use technology to produce, publish, and interact with others about writing.	content is in 3rd grade.	edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish. LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology. LA4.2A.9 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit and proofread such as dictionaries, spell checker, and style manuals.
Research to Build Knowledge		
4.W.7 Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic.	Partial alignment (implicit): WY content is similar, with some difference in emphasis.	LA4.2B.3 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.
4.W.8 Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information.	Partial alignment (specificity): CC specifies categorizing evidence and print and digital sources.	LA4.2B.3 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source. LA4.2A.6 Students use strategies to cite reference sources such as quoting

		or paraphrasing information sources or listing resources by title.
4.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses evidence to support his or her claims in a text"). b. Apply grade 4 reading standards to literature (e.g., "Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, and interactions with others").	Partial alignment (implicit): See CC grade 4 reading standards for WY coverage of that content. WY content is similar, with some differences in phrasing and emphasis.	LA4.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.
Range of Writing		
4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No match	
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		
4.SL.1 Initiate and engage in group discussions on *grade 4 topics and texts* being studied in class. a. Come to discussions prepared, having read required material; in discussions, explicitly draw on that material and other information known about the	Weak alignment: WY content is in 6th grade. WY content is less specific.	LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus.

topic. b. Pose and respond to questions as well as build on the ideas of previous speakers. c. Acknowledge new information provided by others and incorporate it into their own thinking as appropriate.	Partial alignment (grade level): WY content is in 5th grade. Partial alignment (grade level): WY content is in 8th grade.	LA5.3.3 In small group discussion, students ask relevant questions to determine purpose or clarify meaning. LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments.
4.SL.2 Paraphrase the key information or ideas presented graphically, visually, orally, or multimodally.	Partial alignment (grade level): WY content is in 3rd grade.	LA3.1C.4 Students interpret simple maps, charts, and graphs.
4.SL.3 Identify the claims and supporting evidence used by a speaker or a preenter.	No match	
Presentation of Knowledge and Ideas		
4.SL.4 Report on events, topics, or texts in an organized manner, using appropriate, specific facts and descriptive details to support main ideas.	Partial alignment (scope): WY content does not include using supporting details and facts.	LA4.3.1 Students speak on a focused topic with organization, volume, posture, pace, eye contact, and relevant gestures.
4.SL.5 Incorporate visual displays and digital media into presentations when appropriate.	Partial alignment (specificity): CC specifies visual displays and digital media as speaking strategies.	LA4.3.2 Students use speaking strategies appropriate to different types of presentations.
4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content does not include informal speaking. CC specifies adapting language use for different situations.	LA4.3.2 Students use speaking strategies appropriate to different types of presentations.
Language Standards (L)		
Conventions in Writing and Speaking		
4.L.1 Observe conventions of grammar and usage.		

a. Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb aspects. b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences. c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons. d. Correctly use frequently confused words (e.g., to, too, two; there, their).	Partial alignment (specificity): CC content specifies progressive form. Partial alignment (grade level): WY content is in 8th grade. Partial alignment (grade level): WY content is in 3rd grade. Partial alignment (grade level): WY content is in 3rd grade.	LA4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly. LA8.2A.7 Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case. LA3.2A.3 Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing. LA3.1A.1 Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.
4.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use quotation marks to mark direct speech and quotations from a text. b. Spell grade-appropriate words correctly, consulting references	Partial alignment (grade level): Some of WY content is in 3rd grade. .	LA4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the

as needed.		possessive case and in contractions, and spelling high frequency words correctly. LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.
4.L.3 Make effective language choices. a. Use punctuation for effect.* b. Maintain consistency in style and tone.* c. Choose words and phrases to convey ideas precisely.	Partial alignment (scope): WY does not include using punctuation for effect and maintaining consistency in style and tone.	LA4.2A.3 Students use descriptive and original words and show evidence of voice.
Vocabulary Acquisition and Use		
4.L.4 Determine word meanings (*based on grade 4 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., telegraph, photograph, autograph).	Partial alignment (grade level): WY content is in 5th and 8th grade. Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis. Weak alignment: WY content is in 6th	LA8.1A.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms. LA5.2A.6 Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology. LA4.1A.7 Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.

c. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture). d. Paraphrase common idioms, adages, and proverbs.	grade. WY content is less difficult. Weak alignment: WY content is in 7th grade. CC includes paraphrasing idioms, adages, and proverbs.	LA6.1B.3 Students identify similes and metaphors. LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.
4.L.5 Understand word relationships. a. Build real-life connections between words and their various uses and meanings. b. Define relationships between words (e.g., how ask is like and unlike demand; what items are likely to be enormous). c. Distinguish a word from other words with similar but not identical meanings (synonyms).	Weak alignment: WY content is in 2nd grade; WY content does not specify distinguishing between words and their meanings. No match Partial alignment (grade level): WY content is in 1st grade.	LA2.1A.5 Students make connections with the text. LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
4.L.6 Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.

Grade 5		
Reading Standards for Literature (RL)		
Key Ideas and Details		
5.RL.1 Quote from a text to support statements about the text.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA5.1A.4 Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
5.RL.2 Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Partial alignment (grade level): WY content related to theme is in 7th grade.	LA7.1B.1 Students explain connections between setting, plot, theme, and characterization. LA5.1A.3 Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.
5.RL.3 Compare and contrast two or more characters, events, or settings in a text, drawing on specific details.	Partial alignment (implicit): Content is similar with some differences in emphasis.	LA5.1B.1 Students make connections between characters, character traits, setting, and plot.
Craft and Structure		
5.RL.4 Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.	Partial alignment (grade level): Some of the WY content is in 4th grade.	LA4.1B.2 Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia. LA5.1B.3 Students recognize descriptive language and imagery.
5.RL.5 Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.	Partial alignment (specificity): CC specifies elements of drama.	LA5.1B.4 Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales and legends). LA5.1B.5 Students are familiar with a variety of literary modes including

		literature anthologies and books by the same author, and can explain the defining characteristics of a variety of texts.
5.RL.6 Identify how a narrator's perspective or point of view influences how events are described.	Partial alignment (grade level): WY content is in 7th grade.	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
Integration of Knowledge and Ideas		
5.RL.7 Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they "see" or "hear" from reading the text.	No match	
5.RL.8 (Not applicable to literature)	N/A	N/A
5.RL.9 Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.	Weak alignment: WY content related to archetypes is in 11th grade. Content is similar, but there is a significant difference in phrasing and emphasis. CC specifies archetypal patterns and types to be compared.	LA11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.
Range and Level of Text Complexity		
5.RL.10 Read literature independently, proficiently, and fluently within the grades 4–5 text complexity band; read "stretch" texts in the grades 6–8 text complexity band with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	LA5.1B.4 Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales and legends).
Reading Standards for Informational Text (RI)		
Key Ideas and Details		
5.RI.1 Quote from a text to support statements about the text.	Strong alignment	LA5.1A.4 Students draw inferences, conclusions, or generalizations about text and support them with textual

		evidence and prior knowledge.
5.RI.2 Determine two or more main ideas and how they are supported by details; summarize the text.	Strong alignment	LA5.1A.3 Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.
5.RI.3 Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.	Partial alignment (specificity): CC specifies historical texts or scientific concepts.	LA5.1C.2 Students compare and contrast information to draw conclusions.
Craft and Structure		
5.RI.4 Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a *grade 5 topic or subject area*.	Partial alignment: (specificity): CC specifies how students encounter vocabulary terms.	LA5.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.
5.RI.5 Describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or in part of a text.	Partial alignment (grade): WY includes comparison and chronology at 7th grade.	LA5.1A.5 Students understand cause and effect relationships. LA7.1C.1 Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.
5.RI.6 Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.	Partial alignment (implicit): WY content is similar, with some differences in phrasing.	LA5.1C.2 Students compare and contrast information to draw conclusions.
Integration of Knowledge and Ideas		
5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Partial alignment (scope): WY content does not include a context for using information.	LA5.1C.1 Students locate and use information from multiple sources.
5.RI.8 Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports	No match	

which claim(s).		
5.RI.9 Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.	Partial alignment (scope): WY does not specify connecting same subject from different texts.	LA5.2B.5 Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.
Range and Level of Text Complexity		
5.RI.10 Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read "stretch" texts in the grades 6–8 text complexity band with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	LA5.1C.3 Students are familiar with a variety of information modes, such as news articles, magazines, online information, books by same author, demonstrations, biographies, and autobiographies
Writing Standards (W)		
Text Types and Purposes		
5.W.1 Write opinions in which they: a. Introduce an opinion about a concrete issue or topic and create an organizing structure where ideas are logically grouped to support the writer's purpose.	Partial alignment (implicit): Content is similar, with some differences in phrasing.	LA3.2B.4 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.
b. Provide logically ordered reasons that are supported by facts and details.	Partial alignment (implicit): Content is similar, with some differences in emphasis.	LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.
c. Link reasons and details together using words, phrases, and clauses (e.g., *consequent*ly, *generally*, *specifically*).	Weak alignment: WY content is in 5th grade. CC content specifies transitions for linking opinions to reasons.	LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.

d. Adopt an appropriate style for sharing and defending an opinion. e. Provide a concluding statement or section.	No match Partial alignment (implicit): Content is similar, with some differences in phrasing	 LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.
5.W.2 Write informative/explanatory pieces in which they: a. State the topic clearly, provide a general observation and focus, and group related information logically. b. Develop the topic using relevant facts, concrete details, quotations, or other information and examples. c. Use appropriate links to join ideas within and across categories of information. d. Employ domain-specific vocabulary and some technical terms when appropriate. e. Provide a conclusion related to the information or explanation offered.	 Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis. As above As above As above As above	 LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions. LA5.2B.4 Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids. LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions. LA5.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary. LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.
5.W.3 Write narratives in which they: a. Engage and orient the reader by establishing a situation,	 Strong alignment	 LA5.2B.2 Students write and share literary texts (personal narratives,

introduce a narrator and/or characters, and create an organization that sequences events naturally and logically. b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters' external behaviors and internal responses. c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events. d. Use well-chosen words and phrases to convey events and experiences precisely. e. Provide a satisfying conclusion that follows from the narrative's events.	Partial alignment (grade level): WY content is in 6th grade. Partial alignment (grade level): WY content is in 6th grade.	journals, poetry, fictional stories) using level-appropriate strategies such as: a. Developing a clear story line in sequence; b. Using descriptive words and phrases; and c. Developing character, setting, and plot. LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: a. Establishing appropriate point of view; b. Including sensory detail and concrete language; and c. Using a range of narrative devices including dialogue and suspense. LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
Production and Distribution of Writing		
5.W.4 Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in Standards 1–3 above.)	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions. LA5.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.

5.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Partial alignment: (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA5.2A.1 Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge. LA5.2A.5 Students use strategies to revise writing such as producing multiple drafts.
5.W.6 With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.	Partial alignment: (implicit): WY content is similar, with some difference in phrasing and emphasis.	LA5.2A.6 Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.
Research to Build Knowledge		
5.W.7 Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.	Partial alignment: (implicit): WY content is similar, with some difference in phrasing and emphasis.	LA5.2B.4 Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.
5.W.8 Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.	Partial alignment (implicit): WY content is similar, with some difference in phrasing and emphasis.	LA5.2B.3 Students summarize and paraphrase. LA5.2B.5 Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.
5.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned: a. Apply grade 5 reading standards to informational texts	Partial alignment (implicit): See CC grade 5 reading standards for WY coverage of that content. WY content is similar, with some differences in phrasing and emphasis.	LA5.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as: Summarizing main ideas and significant details; a. Using examples from the text,

(e.g., "Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)"). b. Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, events, or settings in a text, drawing on specific details").		other works, and prior knowledge or experience; b. Relating own ideas to supporting details; and c. Developing interpretation based on careful reading.
Range of Writing		
5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No match	
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		
5.SL.1 Initiate and engage in group discussions on *grade 5 topics and texts* being studied in class. a. Come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic. b. Respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers. c. Ask questions to clarify or follow	Partial alignment (grade level): WY content is in 6th grade. Partial alignment (grade level): WY content is in 6th grade. Strong alignment	LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus. LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments. LA5.3.3 In small group discussion,

up on ideas or information presented orally or through media. d. Draw conclusions based on the ideas of others and incorporate them into their own thinking as appropriate.	No match	students ask relevant questions to determine purpose or clarify meaning.
5.SL.2 Summarize the key ideas and supporting details presented graphically, visually, orally, or multimodally.	Weak alignment: WY content includes understanding propaganda. Some of WY content is in 6th grade.	LA5.3.6 Students understand media propaganda and visual symbols and images. LA6.1C.2 Students analyze technical data in charts and graphs.
5.SL.3 Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence.	No match	
Presentation of Knowledge and Ideas		
5.SL.4 Report on events, topics, or texts in a focused, organized manner, sequencing ideas logically and using appropriate, specific facts, details, examples, or other information to develop main ideas.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA5.3.1 Students speak on a focused topic with clear organization including main idea with supporting details. LA5.3.2 Students use speaking strategies such as pace, volume, eye contact, and relevant gestures.
5.SL.5 Incorporate visual displays and digital media into presentations when appropriate.	Partial alignment (grade level): WY content is in 7th grade.	LA7.3.6 Students incorporate multi-media when appropriate.
SL.6 Adapt speech to a variety of contexts and communicative tasks, using formal English when appropriate to task and situation.	No match	
Language Standards (L)		
Conventions in Writing and Speaking		
5.L.1 Observe conventions of grammar	Partial alignment (specificity): CC	LA5.2A.4 Students use grade-level-

and usage. a. Form and use the perfect (e.g., I had walked, I have walked, I will have walked) verb aspects. b. Recognize and correct inappropriate shifts in verb tense and aspect.	specifies use of perfect tense and recognition of shifts in verb tense.	appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.
5.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use underlining, quotation marks, or italics to indicate titles of works. d. Spell grade-appropriate words correctly, consulting references as needed.	Partial alignment (grade level): WY content for comma usage is in 2nd grade. Partial alignment(specificity): CC specifies underlining and quotation marks.	LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives. LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.
5.L.3 Make effective language choices. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*	Partial alignment (specificity): CC specifies skills related to sentence fluency.	LA5.2A.3 Students use meaningful word choice, evidence of voice, and sentence fluency.
Vocabulary Acquisition and Use		
5.L.4 Determine word meanings (*based on grade 5 reading*).		

a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.	Partial alignment (specificity): CC content specifies strategies for determining word meanings.	LA5.1A.1 Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.
b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., photograph, photosynthesis).	Partial alignment (grade level): WY content is in 6th grade.	LA6.1A.1 Students use word origins and derivations to develop vocabulary.
c. Interpret figurative language, including similes and metaphors.	Weak alignment: WY content is in 6th grade and is does not include interpretation.	LA6.1B.3 Students identify similes and metaphors.
d. Explain the meaning of common idioms, adages, and proverbs.	Weak alignment: WY content is in 7th grade and is implicit.	LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.
5.L.5 Understand word relationships.		
a. Build real-life connections between words and their various uses and meanings.	Partial alignment (grade level): WY content is in 2nd grade.	LA2.1A.5 Students make connections with the text.
b. Define relationships between words (e.g., how smirk is like and unlike smile; what items are likely to be vast).	No match	
c. Distinguish a word from other	Partial alignment (implicit): WY content is similar, with some differences in phrasing	LA5.1A.1 Students use knowledge of synonyms, antonyms, and multiple

words with similar but not identical meanings (synonyms).	and emphasis.	meaning words to develop vocabulary.
5.L.6 Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA5.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.
Grade 6		
Reading Standards for Literature (RL)		
Key Ideas and Details		
6.RL.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment (grade level): WY content for textual evidence and making inferences is in 5th grade. Strong alignment	LA5.1A.4 Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.
6.RL.2 Analyze how a theme or central idea develops over the course of a text, drawing on key details.	Strong alignment	LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.
6.RL.3 Describe how a story's plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.	Partial alignment (grade level): WY content is in 5th and 7th grade.	LA5.1B.1 Students make connections between characters, character traits, setting, and plot. LA7.1B.1 Students explain connections

		between setting, plot, theme, and characterization.
Craft and Structure		
6.RL.4 Interpret the figurative and connotative meanings of words and phrases as they are used in a text.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA6.1B.3 Students identify similes and metaphors.
6.RL.5 Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text.	Partial alignment (grade level): WY content related to literary devices is in 8th grade.	LA8.1B.2 Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.
6.RL.6 Describe how an author establishes the point of view of the speaker or a character in a poem, drama, or story.	Partial alignment (grade level): WY content related to point of view is in higher grade (7).	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
Integration of Knowledge and Ideas		
6.RL.7 Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis.	LA6.1C.1 Students use maps, captioned pictures, or sidebars to locate additional information embedded in text. LA6.1C.2 Students analyze technical data in charts and graphs.
6.RL.8 Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.	Partial alignment (specificity): CC specifies the type of connections made.	LA6.1B.2 Students make connections within and among texts and themselves.
Range and Level of Text Complexity		
6.RL.9 Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level/complexity.	LA6.3.4 Students read aloud their own or others' texts fluently and expressively.

Reading Standards for Informational Texts (RI)		
Key Ideas and Details		
6.RI.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment (grade level): WY content for textual evidence and making inferences is in 5th grade. Strong alignment	LA5.1A.4 Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.
6.RI.2 Analyze how a central idea develops over the course of a text, drawing on key details.	Strong alignment	LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.
6.RI.3 Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.	Partial alignment (grade level): WY content for textual evidence and making inferences is in 5th grade. Partial alignment (implicit): Content is similar with significant differences in phrasing. Partial alignment (implicit): Content is similar with significant differences in phrasing.	LA5.1A.5 Students understand cause and effect relationships. LA6.1B.2 Students make connections within and among texts and themselves. LA6.1A.4 Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.

Craft and Structure		
6.RI.4 Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts.	Weak alignment: Content is similar with some differences in phrasing. WY content related to figurative meanings is in 7th grade.	LA6.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary. LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.
6.RI.5 Describe the structure an author uses to organize a specific text, including how the major sections contribute to the whole.	Weak alignment: WY specifies the organizational structure. WY content is in 7th grade.	LA7.1C.1 Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.
6.RI.6 Compare and contrast one author's point of view on events with that of another (e.g., a memoir written by and a biography on the same person).	Weak alignment (specificity): WY content refers to literary texts.	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
Integration of Knowledge and Ideas		
6.RI.7 Compare and contrast the accounts of a subject in different mediums (e.g., a person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.	Partial alignment (scope): WY content is less difficult.	LA6.1C.3 Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.
6.RI.7 Distinguish among fact, opinion, and reasoned judgment presented in a text.	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY does not include reasoned judgments.	LA4.1A.3 Students distinguish between fact and opinion.
6.RI.8 Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts.	Partial alignment (specificity): CC specifies the type of connections made.	LA6.1B.2 Students make connections within and among texts and themselves.
Range and Level of Text Complexity		
6.RI.9 Read informational text	Partial alignment (implicit): Content is	LA6.3.4 Students read aloud their own

independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.	similar with some difference in phrasing and emphasis. WY does not include a means for determining text level/complexity.	or others' texts fluently and expressively.
Writing Standards (W)		
Text Types and Purposes		
6.W.1 Write arguments in which they: a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim. b. Support the claim with clear reasons and relevant evidence. c. Use words, phrases, and clauses to convey the relationships among claims and reasons. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows from the argument.	Partial alignment (specificity): WY is less specific. No match No match Partial alignment (specificity): WY is less specific.	LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes. LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.
6.W.2 Write informative/explanatory texts in which they: a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect. b. Develop the topic with relevant	Partial alignment (specificity): WY is less specific. Same as above	LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.

facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate links and varied sentence structures to join and clarify ideas. d. Use straightforward language to create an objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented.	Partial alignment (grade level): WY content related to transitions is in 8th grade. Partial alignment (grade level): WY content related to varied sentence structure is in 11th grade. No match Partial alignment: Content is similar, with some differences in phrasing and emphasis.	LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques. LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous). LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.
6.W.3 Write narratives in which they: a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences. b. Develop narrative elements	Partial alignment (scope): CC specifies the qualities of narrative introductions and conclusions. Same as above	LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: a. Establishing appropriate point of view;

(e.g., setting, event sequence, characters) using relevant sensory details.		b. Including sensory detail and concrete language; and c. Using a range of narrative devices including dialogue and suspense.
c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences.	Weak alignment: Content is similar with some differences in phrasing and emphasis. WY content is in 8th grade.	LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.
d. Choose words and phrases to develop the events, experiences, and ideas precisely.	Partial alignment (grade level): WY content is in 6th grade.	LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as: b. Including sensory detail and concrete language; and c. Using a range of narrative devices including dialogue and suspense.
e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.	Weak alignment: WY content includes beginnings and transitions. WY content is in 7th grade.	LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate

		transitions, and strong conclusions.
6.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	Weak alignment: WY is less specific. Some WY content is in 5th, 8th, and 11th grade.	LA5.2A.1 Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge. LA6.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences. LA8.2A.4 Student writing is appropriate for intended audience and purposes; voice is apparent.
6.W.5 With some guidance and support from peers and adults strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Partial alignment (specificity): CC is less specific about planning writing.	LA6.2A.1 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details. LA6.2A.6 Students use strategies to draft and revise written work such as producing multiple drafts. LA6.2A.7 Students use strategies to edit and publish written work.
6.W 7 Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.	Partial alignment (implicit): Content is similar, with some difference in emphasis).	LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology
Research to Build Knowledge		
6.W.8 Perform short, focused research projects in response to a question and	Partial alignment (implicit): Content is similar, with some difference in emphasis.	LA6.2B.4 Using multiple sources, students create and present

refocus the inquiry in response to further research and investigation.		informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.
6.W.9 Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.	Partial alignment (implicit): Content is similar, with some differences in emphasis Partial alignment (grade level): WY content is in 7th grade.	LA6.2B.4 Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples. LA7.2B.2.c. Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.
6.W.10 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. a. Apply grade 6 reading standards to literature (e.g., "Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics."). b. Apply grade 6 reading standards to literary nonfiction (e.g., "Distinguish among fact, opinion, and reasoned judgment	Partial alignment (scope): WY specifies organization in writing literary analysis. See other document (organized by CC standards) at grade 6 reading standards for WY coverage of that content.	LA6.2B.1 Students write and share literary analysis, using grade-level-appropriate strategies such as: a. Developing an interpretation, exhibiting careful reading, understanding, and insight; b. Organizing the interpretation around several clear ideas, premises, or images; and c. Developing and justifying the interpretation through use of examples and textual evidence.

presented in a text").		
Range of Writing		
6.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No match	
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		
6.SL.1 Initiate and engage actively in group discussions on *grade 6 topics, texts, and issues* being studied in class. a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. b. Cooperate with peers to set clear goals and deadlines. c. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information. d. Review the key ideas expressed and extend their own thinking in light of new information learned.	Partial alignment (specificity): WY is less specific. Partial alignment (grade level): WY content related to building on previous speaker's ideas is in 7th grade.	LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus. LA7.3.7 Students speak and listen in small group situations to contribute and build from previous speakers.
6.SL.2 Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study.	Weak alignment (scope): Content is similar, but there is a significant difference in emphasis and phrasing.	LA6.3.6 Students understand and explain techniques used in media such as propaganda and visual symbols.
6.SL.3 Delineate the claims made by a speaker or presenter and detail what	No match	

evidence supports which claims.		
Presentation of Knowledge and Ideas		
6.SL.4 Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	Strong alignment	LA6.3.1 Students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion. LA6.3.2 Students communicate using organization, volume, posture, pace, eye contact, and relevant gestures.
6.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	Weak alignment: Content is similar, but there is a significant difference in phrasing and emphasis. WY content related to visual displays of information is in 5th grade and is less specific.	LA5.2B.4 Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.
6.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, on pages 47–50, for specific demands.)	No match	
Standards for Language (L)		
Conventions in Writing and Speaking		
6.L.1 Observe conventions of grammar and usage. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).	Partial alignment (grade level): WY content related to pronoun case is in 8th grade.	LA8.2A.7 Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.
b. Recognize and correct inappropriate shifts in pronoun number and person.*	No match	

c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	Partial alignment (implicit): WY content is similar with some difference in phrasing and emphasis.	LA6.2A.4 Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.
6.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.*	Partial alignment (grade level): WY content related to appositives is in 5th grade.	LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.
b. Spell correctly.	Strong alignment	LA6.2A.4 Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.
6.L.3 Make effective language choices. a. Vary sentence patterns for meaning, reader/listener interest, and style.*	Partial alignment (grade level): WY content related to varying sentence patterns for meaning is in 11th grade.	LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).

Vocabulary Acquisition and Use		
6.L.4 Determine word meanings (*based on grade 6 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root as a clue to the meaning of an unknown word (e.g., audience, auditory, audible). c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). d. Interpret various figures of speech (e.g., personification) relevant to particular texts.	Partial alignment (grade level): WY content is in 5th grade. Weak alignment: CC specifies types of context clues. WY content is in 8th grade. Strong alignment Weak alignment: Content is similar, but there is a significant difference in emphasis. Partial alignment (grade level): WY content is in 7th grade. Partial alignment (grade level): WY content is in 7th grade.	LA5.1A.1 Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary. LA8.1A.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms. LA6.1A.1 Students use word origins and derivations to develop vocabulary. LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary. LA7.1B.3 Students understand personification, hyperbole, imagery.
6.L.5 Understand word relationships. a. Trace the network of uses and	No match	

meanings that different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.		
6.L.6 Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	Weak alignment: CC specifies vocabulary gained through reading and responding to texts. WY content is in 7th grade.	LA7.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.
Grade 7		
Reading Standards for Literature (RL)		
Key Ideas and Details		
7.RL.1 Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment (grade level): WY content is in a lower grade (6).	LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.
7.RL.2 Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.	Weak alignment: WY content does not include connections among themes in the same text.	LA7.1B.1 Students explain connections between setting, plot, theme, and characterization.
7.RL.3 Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Partial alignment (grade level): CC content is in 7th grade.	LA6.1B.1 Students identify connections between dialogue, events, and conflict.
Craft and Structure		
7.RL.4 Interpret the figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone.	Weak alignment : WY specifies types of figurative language. WY does not include connotative meanings and impact on meaning and tone.	LA7.1B.3 Students understand personification, hyperbole, imagery.

7.RL.5 Describe how any given sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.	No match	
7.RL.6 Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or event(s).	Strong alignment	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
Integration of Knowledge and Ideas		
7.RL.7 Compare and contrast a text to its filmed, staged, or multimedia version, including examining some techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	No match	
7.RL.8 (Not applicable to Literature)		
7.RL.9 Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).	No match	
Range and Level of Text Complexity		
7.RL.10 Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA7.B Students read and interpret a variety of literary genres.
Reading Standards for Informational Texts (RI)		
Key Ideas and Details		
7.RI.1 Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment (grade level): WY content is in 6th and 8th grade.	LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and

		inferential levels, supplying textual evidence, and prior knowledge. LA8.1C.2 Students analyze data or make generalizations based on explicitly stated information.
7.RI.2 Analyze how two or more central ideas in a text relate to one another, drawing on key details.	Partial alignment (grade level): WY content is in 8th grade.	LA8.1C.3 Students support conclusions with facts and/or citations.
7.RI.3 Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g., through examples or anecdotes).	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis.	LA7.1C.5 Students understand word choice and arguments that convey author's point of view.
Craft and Structure		
7.RI.4 Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author's choice of specific words affects meaning and tone.	Partial alignment (specificity): WY specifies types of figurative language. CC specifies effects on meaning and tone.	LA7.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary. LA7.1B.3 Students understand personification, hyperbole, imagery.
7.RI.5 Describe how any given sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA7.1C.1 Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.
7.RI.6 Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
Integration of Knowledge and Ideas		
7.RI.7 Compare and contrast the impression conveyed by a printed text to that conveyed when listening to or viewing a video or multimedia presentation of it (e.g., analyzing how the delivery of a speech affects its impact).	No match	

7.RI.8 Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached.	Partial alignment (scope): CC content includes argument premises and conclusions .	LA7.1C.5 Students understand word choice and arguments that convey author's point of view.
7.RI.9 Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.	No match	
Range and Level of Text Complexity		
7.RI.10 Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar, with some difference in emphasis. WY does not include a means for determining text level or complexity.	LA7.1C Students demonstrate understanding of informational texts.
Writing Standards (W)		
Text Types and Purposes		
7.W.1 Write arguments in which they: a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic.	Weak alignment : WY content is in 8th and 11th grade. CC is more specific. Same as above Same as above	LA8.2A.1 Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis. LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques. LA11.3.4 Students use strategies to make persuasive presentations by: a. Presenting a coherent argument; b. Citing persuasive evidence;

c. Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from the argument.	Weak alignment: Content is similar, with some difference in phrasing. WY content is in 8th grade. No match No match	c. Using rhetorical strategies to support reasoning; and d. Addressing counter-arguments and concerns. LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.
7.W.2 Write informative/explanatory texts in which they: a. Introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect. b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis. Strong alignment	LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions. LA7.2B.2 Students write reports and present demonstrations. c. Students use strategies to cite reference sources such as quoting or paraphrasing information

		sources or listing resources by title.
c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas.	Same as above	LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.
d. Use precise language and sustain an objective style appropriate for a reader seeking information.	Partial alignment (scope): WY does not include objectivity.	
e. Provide a conclusion that follows logically from the information or explanation presented.	Strong alignment	LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
7.W.3 Write narratives in which they:		
a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences.	Partial alignment (scope): WY content does not include establishing context or point of view.	LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details.	Strong alignment	LA7.2B.1 Students write and share literary texts (personal narratives, journals, poetry, plays, short stories) using grade-level-appropriate strategies such as: a. Developing major and minor characters; and b. Developing a setting.
c. Use a variety of techniques to convey sequence, shift from one	No match	

time frame or setting to another, and/or show the relationships among events or experiences. d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood. e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.	Partial alignment (specificity): CC content specifies what purposes word choice serves.. Partial alignment (scope): WY content includes beginnings and transitions.	LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency. LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
Production and Distribution of Writing		
7.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	Weak alignment: CC specifies the ways in which purpose and audience are addressed. WY content is in 8th grade.	LA8.2A.4 Student writing is appropriate for intended audience and purposes; voice is apparent.
7.W.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.	Partial alignment (specificity): CC focuses on aspects of the writing processes; WY identifies specific strategies.	LA7.2A.1 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information. LA7.2A.4 Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variety; and revising for

		clarity, content, and vocabulary to improve writing. LA7.2A.6 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and proofread.
7.W.6 Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.	No match	
Research to Build Knowledge		
7.W.7 Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.	Strong alignment	LA7.2B.2 Students write reports and present demonstrations. a. Students explain problem, solution, and procedures. b. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information.
7.W.8 Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.	Partial alignment (implicit): Content is similar with some differences in emphasis and phasing.	LA7.2B.2 Students write reports and present demonstrations. b. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information. c. Students use strategies to cite

	Partial alignment (implicit): Content is similar with some differences in emphasis and phasing.	reference sources such as quoting or paraphrasing information sources or listing resources by title. LA7.1C.3 Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.
7.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. a. Apply grade 7 reading standards to literature (e.g., "Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest). b. Apply grade 7 reading standards to literary nonfiction (e.g., "Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached").	Partial alignment (scope): WY specifies organization in writing literary analysis. See other document (organized by CC standards) at grade 7 reading standards for WY coverage of that content.	LA7.2B.3 Students write and share literary analyses using grade-level-appropriate strategies such as: a. Describing setting, plot structure, and theme or conflict; and b. Describing connections between historical and cultural influences and literary selections.
Range of Writing		
7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No match	
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		

7.SL.1 Initiate and engage actively in group discussions on *grade 7 topics, texts, and issues* being studied in class. a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. b. Cooperate with peers to set clear goals and deadlines. c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations. d. Ensure a hearing for the range of positions on an issue. e. Take the views of others into account and, when warranted, modify their own views in light of the evidence presented.	 No match No match Partial alignment (specificity): CC specifies how to respond. Same as above Partial alignment (grade level): WY content is in 6th grade.	 LA7.3.7 Students speak and listen in small group situations to contribute and build from previous speakers. LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus.
7.SL.2 Determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information clarifies and contributes to an understanding of a topic or issue under study.	Weak alignment: More than one problem exists that makes the match significantly problematic. Content is similar, with some difference in phrasing and emphasis. WY content is in 6th and 8th grade.	LA6.3.6 Students understand and explain techniques used in media such as propaganda and visual symbols. LA8.3.7 Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used to influence opinions, decision-making, and cultural perceptions.
7.SL.3 Evaluate a speaker's or	No match	

presenter's reasoning and claims as well as the degree to which each claim is logically supported by the evidence provided.		
Presentation of Knowledge and Ideas		
7.SL.4 Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis. Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	LA7.3.1 Students use effective speaking skills including volume, eye contact, posture, poise, relevant gestures, enunciation, and inflection. LA7.3.4 Students present reports and demonstrations, explaining problem, solution, and procedures.
7.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	Strong alignment	LA7.3.6 Students incorporate multi-media when appropriate.
7.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)	No match	
Standards for Language (L)		
Conventions in Writing and Speaking		
7.L.1 Observe conventions of grammar and usage. a. Explain the function of phrases and clauses in general and their functions in specific sentences.	Weak alignment: WY is less specific and WY content for phrases and clauses is in 5th grade.	LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.

b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Partial alignment (grade level): WY content for sentence structures is in 11th grade.	LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).
c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.*	Weak alignment: WY is less specific and WY content for phrases and clauses is in 5th grade.	LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.
7.L.2 Observe conventions of capitalization, punctuation, and spelling.		
a. Use a comma before a coordinating conjunction in a compound sentence.	Weak alignment: WY is less specific and WY content for phrases and clauses is in 5th grade.	LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.
b. Spell correctly.	Partial alignment (scope): WY content includes other grammar conventions.	LA7.2A.5 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and

		brackets, and word bases and affixes in spelling.
7.L.3 Make effective language choices. a. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.*	Partial alignment (scope): CC is more specific	LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.
Vocabulary Acquisition and Use		
7.L.4 Determine word meanings (*based on grade 7 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.	Weak alignment: CC specifies types of context clues. WY content is in 5th and 8th grade.	LA8.1A.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.
b. Use a known root as a clue to the meaning of an unknown word (e.g., belligerent, bellicose, rebel).	Weak alignment: WY content is in 4th grade. WY includes prefixes and suffixes.	LA4.1A.7 Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.
c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content is in 6th grade.	LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.
d. Interpret various figures of speech	Strong alignment	

(e.g., allegory) relevant to particular texts.	Strong alignment	LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary. LA.7.1B.3 Students understand personification, hyperbole, imagery.
7.L.5 Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.	No match	
7.L.6 Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	Partial alignment (scope): CC specifies vocabulary gained through reading and responding to texts.	LA7.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.
Grade 8		
Reading Standards for Literature (RL)		
Key Ideas and Details		
8.RL.1 Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment (implicit): Content is similar, with some difference in emphasis.	LA8.1B.1 Students make inferences about events, setting, style, tone, mood, and meaning. LA8.1C.3 Students support conclusions with facts and/or citations.
8.RL.2 Analyze how recurring images or events contribute to the development of a theme or central idea in a text.	Partial Alignment (implicit): Content is similar with some differences in phrasing and emphasis.	LA8.1B.2 Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect,

		figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.
8.RL.3 Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects characters).	Partial Alignment (scope): WY is less difficult.	LA8.1B.1 Students make inferences about events, setting, style, tone, mood, and meaning.
Craft and Structure		
8.RL.4 Explain the comparisons an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to meaning.	Partial Alignment (specificity): WY is less specific.	LA8.1B.2 Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.
8.RL.5 Compare a poem with a conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem.	No match	
8.RL.6 Explain how a difference in the perspective or knowledge of characters and the audience (e.g., created through the device of dramatic irony) produces suspense or humor.	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content is also in 11th grade.	LA11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.
Integration of Knowledge and Ideas		
8.RL.7 Analyze to what degree a filmed or live production of a drama or story stays faithful to or departs from the script or text.	No match	
8.RL.8 (Not applicable to Literature)		

8.RL.9 Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history.	Strong Alignment	LA8.1B.3 Students understand the historical, social, and cultural influences on literary works, such as how a text reflects the period ideas, customs, and outlook of a particular group of people in history.
Range and Level of Text Complexity		
8.RL.10Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with "stretch" texts in the grades 9–10 text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA8.1B Students read and interpret a variety of literary texts.
Reading Standards for Informational Texts (RI)		
Key Ideas and Details		
8.RI.1 Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial Alignment (specificity): CC content specifies citing evidence. WY specifies literary elements.	LA8.1B.1 Students make inferences about events, setting, style, tone, mood, and meaning.
8.RI.2 Provide an objective summary of a text, accurately conveying an author's view and specific points.	Partial Alignment (specificity): WY is less specific.	LA8.1A.2 Students comprehend main idea and supporting details in grade-level-appropriate text. LA8.1C.5 Students summarize and paraphrase information in chronological, sequential, or logical order.
Craft and Structure		
8.RI.3 Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning.	Partial Alignment (specificity): WY is less specific.	LA8.1B.2 Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback,

		foreshadowing, and common themes.
8.RI.4 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	No match	
8.RI.5 Compare and contrast the points of view and purposes of two authors writing about the same topic.	Partial alignment (specificity): CC specifies what students should compare.	LA8.1A.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.
Integration of Knowledge and Ideas		
8.RI.6 Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea.	Weak alignment: Content is similar, but there are significant differences in phrasing and emphasis.	LA8.3.7 Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used to influence opinions, decision-making, and cultural perceptions.
8.RI.7 Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim.	No match	
8.RI.8 Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Partial alignment (specificity): CC specifies what students should compare.	LA8.1A.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.
Range and Level of Text Complexity		
8.RI.9 Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with "stretch" texts in the grades 9–10 text	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA8.1C.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.

complexity band with scaffolding as needed.		
Writing Standards (W)		
Text Types and Purposes		
8.W.1 Write arguments in which they: a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim. b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic. c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence. d. Sustain an objective style and tone. e. Provide a concluding statement or section that follows logically from	Partial alignment (specificity): WY is less specific. Partial alignment (specificity): WY is less specific. Partial alignment (implicit): Content is similar, with some difference in phrasing. No match No match	LA8.2A.1 Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis. LA11.3.4 Students use strategies to make persuasive presentations by: a. Presenting a coherent argument; b. Citing persuasive evidence; c. Using rhetorical strategies to support reasoning; and d. Addressing counter-arguments and concerns. LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.

the argument.		
8.W.2 Write informative/explanatory texts in which they: a. Introduce and establish a topic and organize information under broader concepts or categories. b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples. c. Use varied links and sentence structures to create cohesion and clarify information and ideas. d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information. e. Provide a conclusion that follows logically from the information or explanation presented.	Strong alignment Partial alignment (implicit): Content is similar, with some differences is phrasing and emphasis. Same as above Partial alignment (specificity): WY specifies effective transitions and sentence fluency. Partial alignment (specificity): CC specifies the kind of word choices and the effects of word choice. Same as above	LA8.2B.3 Students produce expository essays, technical writing, and reports. LA8.2A.1 Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis. LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques. LA8.2A.6 Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety. LA8.2A.5 Students use meaningful word choice to achieve purpose.
8.W. 3 Write narratives in which they: a. Engage and orient the reader by	Weak alignment: WY content does not	LA7.2A.2 Students organize writing

establishing a context and point of view, and purposefully organize a progression of events or experiences.	include establishing context or point of view. WY is in 7th grade.	logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	LA8.2B.1 Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies.
c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences.	No match	
d. Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood.	Weak alignment: CC content specifies what purposes word choice serves. WY content is in 7th grade.	LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.
e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.	Weak alignment: WY content includes beginnings and transitions. WY content is in 7th grade.	LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
Production and Distribution of Writing		
8.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined	Strong alignment	LA8.2A.4 Student writing is appropriate for intended audience and purposes; voice is apparent.

in Standards 1–3 above.)		
8.W.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.	Partial alignment (specificity): WY specifies using resources. CC specifies guidance and support from others.	LA8.2A.2 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing. LA8.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view. LA8.2A.9 Students use strategies to edit and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals.
8.W.6 Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.	Partial alignment (specificity): WY is less specific.	LA8.2A.10 Students use word processing in the writing process.
Research to Build Knowledge		
8.W.7 Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.	Weak alignment: Content is similar, with some difference in emphasis. WY content is in 7th grade.	LA7.2B.2 Students write reports and present demonstrations. a. Students explain problem, solution, and procedures. b. Students use a variety of strategies to identify topics to

	Partial alignment (scope): WY includes synthesizing information and including evidence.	investigate such as constructing questions, narrowing the focus, and gathering information. LA8.2B.4 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.
8.W.8 Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.	Partial alignment (implicit): Content is similar with some differences in emphasis and phasing.	LA8.1C.1 Students conduct research using multiple resources. LA8.1C.2 Students analyze data or make generalizations based on explicitly stated information. LA8.1C.3 Students support conclusions with facts and/or citations. LA8.1C.5 Students summarize and paraphrase information in chronological, sequential, or logical order. LA8.2B.4 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.
8.W.9 Write in response to literary or informational sources, drawing evidence	Partial alignment (specificity): WY specifies strategies. See CC grade 8	LA8.2B.2 Students write and share literary analyses using grade-level-

from the text to support analysis and reflection as well as to describe what they have learned: a. Apply grade 8 reading standards to literature (e.g., "Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history"). b. Apply grade 8 reading standards to literary nonfiction (e.g., "Evaluate an argument's claims and reasoning as well as the degree to which evidence supports each claim"). c.	reading standards for WY coverage of that content.	appropriate strategies by: a. Stating an interpretive, analytic, evaluative, or reflective position; b. Supporting inferences or conclusions with examples from the text, personal experience, or other works. LA8.2B.4 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.
Range of Writing		
8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No match	
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		
8.SL.1 Initiate and engage actively in group discussions on *grade 8 topics, texts, and issues* being studied in class. a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions. b. Cooperate with peers to set clear	Partial alignment (specificity): CC specifies the strategies. No match	LA8.3.4 Students use strategies to present oral interpretations of literature.

goals and deadlines. c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations supported by credible evidence. d. Ensure a hearing for the range of positions on an issue. e. Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence.	Partial alignment (specificity): CC specifies strategies. Same as above Same as above	LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments.
8.SL.2 Determine the purpose of and perspectives represented in oral, visual, or multimodal formats and evaluate whether the information is laden with social, commercial, or political motives.	Partial alignment (implicit): Content is similar, with some differences in phrasing.	LA8.3.7 Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used to influence opinions, decision-making, and cultural perceptions.
8.SL.3 Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.	Partial alignment (grade level): WY content is in 11th grade.	LA11.3.1 Students speak for a variety of purposes including: a. Explaining a speaker's or performer's intent; and b. Evaluating the accuracy, relevance, and bias of sources.
Presentation of Knowledge and Ideas		
8.SL.4 Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear	Strong alignment	LA8.3.1 Students speak on a focused topic with clear organization, substantial content, and audience awareness.

pronunciation.		LA8.3.2 Students use effective delivery skills (volume, eye contact, posture, poise, gestures, enunciation and inflection) appropriate to audience and purpose.
8.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	Strong alignment	LA8.3.3 Students use multi-media to support presentations when appropriate.
8.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	No match	
Standards for Language (L)		
Conventions in Writing and Speaking		
8.L.1 Observe conventions of grammar and usage. a. Form and use verbs in the active and passive voice. b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. c. Recognize and correct inappropriate shifts in verb voice and mood.*	 No match Partial alignment (scope): CC includes indicative, interrogative, and subjective moods No match	 LA11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by: e. Using conditional tenses
8.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use a comma to separate coordinate adjectives (e.g., *It was*	 No match	

a fascinating, enjoyable movie but not *He wore an old[,] green shirt*).		
b. Use a comma, ellipses, or dash to indicate a pause or break.	Partial alignment (scope): WY includes other writing conventions.	LA11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by: d. Using ellipses and semicolons;
c. Spell correctly.	Partial alignment (scope): WY includes other writing conventions.	LA8.2A.7 Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.
8.L.3 Make effective language choices. a. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Partial alignment (specificity): CC specifies choices for verb types.	LA8.2A.5 Students use meaningful word choice to achieve purpose.
Vocabulary Acquisition and Use		
8.L.4 Determine word meanings (*based on grade 8 reading*). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the	Partial alignment (specificity): CC specifies types of context clues.	LA8.1A.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.

sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital. b. Use a known root as a clue to the meaning of an unknown word (e.g., precede, recede, secede). c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). d. Interpret various figures of speech (e.g. verbal irony, puns) relevant to particular texts.	Weak alignment: WY content is in 4th grade. WY includes prefixes and suffixes. Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content is in 6th grade. Partial alignment (grade level): WY content is in 7th grade.	LA4.1A.7 Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words. LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology. LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary. LA.7.1B.3 Students understand personification, hyperbole, imagery.
8.L.5 Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.	No match	
8.L.6 Use grade-appropriate general	Partial alignment (scope): CC specifies	LA8.1A.1 Students use word origins,

academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	vocabulary gained through reading and responding to texts.	context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.

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For the Wyoming Department of Education

Comparison of the Common Core Standards to the Wyoming English Language Arts Standards, Grades 9–12

May 2010

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Mid-continent Research for Education and Learning (McREL) is a nonprofit education and research organization based in Denver, Colorado. For more than 40 years, McREL has been helping educators use research to improve student achievement. As a national leader in research, school improvement, standards-based education, balanced leadership, professional development, and scenario planning, our highly respected experts provide services to educators in 50 states and 18 foreign countries. McREL's client list includes federal, regional, and state agencies; school districts; institutions of higher education; foundations; private organizations; and international entities.

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Grade 9–10		
Reading Standards for Literature (RL)		
Key Ideas and Details		
9–10.RL.1 Cite the evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.	Strong alignment	LA11.2B.1 Students write and share literary analyses, using grade level-appropriate strategies by: a. Examining literature from several critical perspectives; d. Using information in a text to support assertions. LA11.1A.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including: a. Literal comprehension (main idea, summarizing, paraphrasing) and b. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).
9–10.RL.2 Analyze in detail the development and refinement of a theme or central idea in a text, including how it emerges and how it is shaped and refined by specific details.	Partial alignment (specificity): CC addresses thematic development.	LA11.1B.2 Students understand elements of literature including: d. Universal themes including the philosophical assumptions and underlying beliefs of author's work;
9–10.RL.3 Analyze how complex characters, including those with conflicting motivations or divided loyalties, develop over the course of a text, interact with	Partial alignment (implicit): Content is similar, with some difference in phrasing or emphasis.	LA11.1B.2 Students understand elements of literature including: a. Character development (character's actions, beliefs, motives, reactions,

other characters, and advance the plot or develop the theme.		and feelings);
Craft and Structure		
9–10.RL.4 Evaluate how an author's use of language, including formality of diction, shapes meaning and tone in a text (e.g., how the language evokes a sense of time and place, how it sets a formal or informal tone).	Strong alignment Partial alignment (implicit): Content is similar, with some difference in phrasing or emphasis	LA11.2B.1 Students write and share literary analyses, using grade level-appropriate strategies by: b. Analyzing author's stylistic devices and effects; LA11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.
9–10.RL.5 Analyze how an author structures a text, orders events within it (e.g., parallel plots), and manipulates time (e.g., pacing) to create mystery, tension, or surprise.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.1B.2 Students understand elements of literature including: a. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.
9–10.RL.6 Analyze a case in which the author's work takes a position or stance on a social issue or other topic and describe how the author carries out that purpose.	Weak alignment: Content is similar, but there are significant differences in emphasis and phrasing.	LA11.1B.1 Students read a variety of literary genres from American literature and various world cultures, and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.
Integration of Knowledge and Ideas		
9–10.RL.7Compare and contrast the representation of a subject or a key scene in two different artistic mediums (e.g., Auden's "Musée de Beaux Arts" and Breughel's Landscape with the Fall of	No match	

Icarus).		
9–10.RL.8 (Not applicable to literature)	NA	NA
9–10.RL.9 Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period.	Partial alignment (implicit): Content is similar with some differences in emphasis.	LA11.1B.1 Students read a variety of literary genres from American literature and various world cultures, and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.
Range and Level of Text Complexity		
9–10.RL.10 **In grade 9,** read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed. **In grade 10,** read literature independently, proficiently, and fluently in the grades 9–10 text complexity band; read "stretch" texts in the grades 11–CCR text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA11.1B Students demonstrate an understanding of literary texts.
Reading Standards for Informational Texts (RI)		
Key Ideas and Details		
9–10.RI.1 Cite evidence in the text that most strongly supports a specific analysis of what the text says explicitly as well as inferences drawn from the text.	Strong alignment	LA11.2B.1 Students write and share literary analyses, using grade level-appropriate strategies by: d. Using information in a text to support assertions.
9–10.RI.2 Analyze in detail the development and refinement of a central idea in a text, including how it emerges and is shaped and refined by specific details.	No match	
9–10.RI.3 Analyze the interactions between and among ideas and events,	No match	

including how ideas and events influence one another.		
Craft and Structure		
9–10.RI.4 Evaluate how an author's use of language, including formality and type of diction, shapes meaning and tone in a text (e.g., the formality of a court opinion or a newspaper).	Weak alignment: CC specifies how tone is created in informational texts. WY references literary texts, not informational texts.	LA11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.
9–10.RI.5 Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	No match	
9–10.RI.6 Analyze documents of historical and literary significance, including foundational U.S. documents (e.g., the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights) for their premises, purposes, and structure.	Partial alignment (implicit): Content is similar, with some differences in emphasis.	LA11.1B.1 Students read a variety of literary genres from American literature and various world cultures, and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.
Integration of Knowledge and Ideas		
9–10.RI.7 Synthesize information presented in different formats (e.g., text, video, mutimedia) to generate a coherent understanding of an issue.	Partial alignment (scope): CC includes using sources that are in different formats.	LA11.1C.2 Students conduct research using a variety of grade-appropriate sources and can: a. Synthesize relevant data through note-taking and questioning and b. Analyze and interpret technical data, written directions; and technical manuals.
9–10.RI.8 Assess the truth of an argument's explicit and implicit premises by determining whether the evidence	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	LA11.1C.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news

presented in the text justifies the conclusions.		media, Internet, websites, electronic databases, microfiche, almanacs, news) and can: a. Explain author's intent b. Evaluate for accuracy, relevance, and bias; and c. Make generalizations and inferences based on implicit and explicit information.
9–10.RI.9 Analyze how authors argue with or otherwise respond to one another's ideas or accounts of key events, evaluating the strength of each author's interpretation.	No match	
Range and Level of Text Complexity		
9–10.RI.10 **In grade 9,** read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read texts at the high end of the range with scaffolding as needed. **In grade 10,** read informational text independently, proficiently, and fluently in the grades 9–10 text complexity band; read "stretch" texts in the grades 11–CCR text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA11.1C Students demonstrate understanding of informational texts.
Writing Standards (W)		
Text Types and Purposes		
9–10.W.1 Write arguments which they: a. Introduce a precise claim, distinguish it from alternate or opposing claims, and provide an organization that establishes clear	Partial alignment (implicit): Content is similar, but with some differences in phrasing and emphasis.	LA11.2A.2 Students use strategies to generate ideas for written work including: b. Developing a focus. c. Using vivid, specific, and relevant

relationships among the claim, reasons, and evidence. b. Develop a claim and counterclaim fairly, supplying evidence for each, while pointing out the strengths of their own claim and the weaknesses of the counterclaim.	Same as above	details and concepts. LA11.2B.4 Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies a. Using evidence to support a thesis; b. Addressing author biases and concerns;
c. Use precise words, phrases, and clauses to make clear the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.	Partial alignment (implicit): Content is similar, but with some differences in phrasing and emphasis.	LA11.2A.3 Students use organization skills to: a. Arrange paragraphs into logical progression; c. Use transitions in written work.
d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge of the issue. e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.	Strong alignment Strong alignment	LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone. LA11.2A.3 Students use organization skills to: b. Include a concluding statement
9–10.W.2 Write informative/explanatory texts in which they: a. Introduce a topic and organize information under broader concepts and categories to make clear the connections and	Partial alignment (implicit): Content is similar, but with some difference in phrasing.	LA11.2A.2 Students use strategies to generate ideas for written work including: a. Considering audience and purpose in planning.

distinctions between key ideas appropriate to the purpose; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.		b. Developing a focus. c. Using vivid, specific, and relevant details and concepts.
b. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.	Same as above	
c. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.	Strong alignment	LA11.2A.3 Students use organization skills to: a. Arrange paragraphs into logical progression; c. Use transitions in written work.
	Same as above	LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).
d. Use precise language and domain-specific and technical wording (when appropriate) to manage the complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.	Strong alignment	LA11.2A.4 Students use meaningful voice by adapting writing for different audiences and purposes by: a. Using suitable content, vocabulary, style, structure, tone and voice; b. Considering background, age, knowledge of audience; and c. Using appropriate level of formality.

e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	Partial alignment (specificity): CC specifies kind of tone for discipline and audience. Strong alignment Strong alignment	LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone. LA11.2B.3 Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to: b. Use formal language and tone. LA11.2A.3 Students use organization skills to: b. Include a concluding statement; and
9–10.W.3 Write narratives in which they: a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences. b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details.	Partial alignment (specificity): WY specifies sensory details, monologue, and pace. Same as above	LA11.2B.2 Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to: b. Use sensory details to describe sights, sounds, movement, and gestures; c. Use interior monologue to convey

		feelings; and d. Pace action with changes in time and mood.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	No match	
d. Use precise language to develop a picture of how the events, experiences, and ideas emerge and unfold.	Weak alignment: CC content specifies what purposes word choice serves. WY content is in 7th grade.	LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.
e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	Weak alignment: WY content includes beginnings and transitions. WY content is in 7th grade.	LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
Production and Distribution of Writing		
9–10.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)	Partial alignment (implicit): Content is similar, but with some differences in phrasing.	LA11.2A.4 Students use meaningful voice by adapting writing for different audiences and purposes by: a. Using suitable content, vocabulary, style, structure, tone and voice; b. Considering background, age, knowledge of audience; and c. Using appropriate level of formality.
9–10.W.5 Strengthen writing as needed by planning, revising, editing, rewriting, or	Partial alignment (implicit): Content is similar, but with some differences in	LA11.2A.8 Students use strategies to draft and revise written work such as producing

trying a new approach, focusing on addressing what is most significant for a specific task and context.	emphasis.	multiple drafts.
9–10.W.6 Use technology, including the Internet, to produce, publish, and collaborate on a shared writing product, incorporating diverse and sometimes conflicting feedback.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.2A.1 Students write a variety of level-appropriate modes/genres by: d. Using word processing and other tools of technology to create multimedia presentations. LA11.2A.9 Students use strategies to edit and publish written work.
Research to Build Knowledge		
9–10.W.7 Perform short, focused research projects and more sustained research; synthesize multiple sources on a subject to answer a question or solve a problem.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.1C.3 Students use a process to apply research strategies including: a. Developing a plan for research; b. Collecting information to narrow and develop a topic; and c. Using information to support a thesis.
9–10.W.8 Assemble evidence gathered from authoritative print and digital sources; assess the credibility and accuracy of the information and its strengths and limitations in terms of answering the research question; and integrate selected information into the text, avoiding overreliance on any one source and following a standard format for citation.	Weak alignment: Content is similar, with some difference in phrasing. CC specifies balance among sources.	LA11.1C.3 Students use a process to apply research strategies including: a. Developing a plan for research; b. Collecting information to narrow and develop a topic; and c. Using information to support a thesis.
9–10.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.	Partial alignment (specificity): WY is more specific. See CC grades 9–10 reading standards for WY coverage of that content.	LA11.2A.1 Students write a variety of level-appropriate modes/genres by: a. Explaining ideas in their reading. b. Elaborating on concepts in literature.

a. Apply grades 9–10 reading standards to literature (e.g., "Analyze a wide range of nineteenth- and early-twentieth-century foundational works of American literature, comparing and contrasting approaches to similar ideas or themes in two or more texts from the same period."). b. Apply grades 9–10 reading standards to literary nonfiction (e.g., "Assess the truth of an argument's explicit and implicit premises by determining whether the evidence presented in the text justifies the conclusions").		LA11.2B.1 Students write and share literary analyses, using grade level-appropriate strategies by: a. Examining literature from several critical perspectives; b. Analyzing author's stylistic devices and effects; c. Analyzing author's use of literary elements; and d. Using information in a text to support assertions.
Range of Writing		
9–10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No match	
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		
9–10.SL.1 Initiate and participate effectively in group discussions on grades 9–10 topics, texts, and issues being studied in class. a. Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions. b. Cooperate with peers to set clear	Partial alignments (implicit): Content is similar, with some difference in emphasis. Partial alignments (implicit): Content is similar, with some difference in emphasis.	LA11.3.8 Students use strategies to contribute to group discussions by: b. Determining the purpose of discussions c. Acting as a leader, participant, and

goals and deadlines and to establish roles. c. Build on essential information from others' input by asking questions and sharing comments that enrich discussions. d. Acknowledge the ideas and contributions of others in the group, reach decisions about the information and ideas under discussion, and complete the task. e. Evaluate whether the team has met its goals.	Partial alignments (implicit): Content is similar, with some difference in emphasis. Partial alignments (implicit): Content is similar, with some difference in emphasis. Partial alignments (implicit): Content is similar, with some difference in emphasis.	moderator a. Considering others' ideas and opinions before responding; c. Acting as a leader, participant, and moderator d. Conveying criticism in a constructive way. b. Determining the purpose of discussions;
9–10.SL.2 Synthesize information presented visually or multimodally with other information presented orally, noting any discrepancies between the data that emerge as a result.	Partial alignment (implicit): Content is similar, with some difference in emphasis.	LA11.3.9 Students listen and respond to listener feedback and adjust delivery techniques and content, provide useful feedback to speakers to indicate understanding, and synthesize relevant data from presentations and discussions using strategies such as note-taking and questioning, and observe the techniques and impact of visual media such as: a. Explaining aesthetic effects of media; d. Explaining techniques and impact of media on audiences, politics, and daily life; e. Techniques used for particular audiences; and

		f. Impact of media on daily life.
9–10.SL.3 Determine a speaker's or presenter's position or point of view by assessing the evidence, word choice, points of emphasis, and tone used.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.3.1 Students speak for a variety of purposes including: a. Explaining a speaker's or performer's intent; and b. Evaluating the accuracy, relevance, and bias of sources.
Presentation of Knowledge and Ideas		
9–10.SL.4 Plan and deliver relevant and sufficient evidence in support of findings and claims such that listeners can follow the reasoning, adjusting presentation to particular audiences and purposes.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.3.4 Students use strategies to make persuasive presentations by: a. Presenting a coherent argument; b. Citing persuasive evidence; c. Using rhetorical strategies to support reasoning; and d. Addressing counter-arguments and concerns. LA11.3.9 Students listen and respond to listener feedback and adjust delivery techniques and content, provide useful feedback to speakers to indicate understanding, and synthesize relevant data from presentations and discussions using strategies such as note-taking and questioning, and observe the techniques and impact of visual media
9–10.SL.5 Make strategic use of digital media elements and visual displays of data to enhance understanding.	Strong alignment	LA11.3.7 Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media, text, images, sound effects) to support presentations.

9–10.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See "Conventions" in Language, pages 47–50, for specific demands.)	No match	
Standards for Language (L)		
Conventions in Writing and Speaking		
9–10.L.1 Observe conventions of grammar and usage. a. Use parallel structure in writing.*	Strong alignment	LA11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by: f. Using parallel structure.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to add variety and interest to writing or presentations.	Weak alignment: WY content includes other writing conventions. WY is also in 5th grade.	LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.
9–10.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Partial alignment (scope): WY includes ellipses.	LA11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by: d. Using ellipses and semicolon;
b. Use a colon to introduce a list or	No match	

quotation. c. Spell correctly.	Partial alignment (scope): WY includes other writing conventions.	LA11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage
9–10.L.3 Make effective language choices. a. Write and edit work so that it conforms to the guidelines in a style manual.	No match	
Vocabulary Acquisition and Use		
9–10.L.4 Determine word meanings (based on grades 9–10 reading). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.	Partial alignment (implicit): Content is similar, with some differences in emphasis and phrasing.	LA11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.
b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content is in 6th grade. Partial alignment (grade level): WY	LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology. LA7.1A.1

c. Interpret various figures of speech (e.g., hyperbole, paradox) and analyze their role in a text.	content is in 7th grade.	Students use analogies, idioms, similes, and metaphors to develop vocabulary. LA.7.1B.3 Students understand personification, hyperbole, imagery.
9–10.L.5 Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.	No match	
9–10.L.6 Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	Partial alignment (specificity): CC specifies vocabulary gained through reading and responding to texts.	LA11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.
Grade 11–12		
Reading Standards for Literature (RL)		
Key Ideas and Details		
11–12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.1A.1 Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including: a. Literal comprehension (main idea, summarizing, paraphrasing) and b. Inferential comprehension (prediction, cause/effect,

	Partial alignment (specificity): WY is less specific.	compare/contrast, drawing conclusions). LA11.2B.1 Students write and share literary analyses, using grade level-appropriate strategies by: d. Using information in a text to support assertions.
11–12.RL.2 Analyze how multiple themes or central ideas in a text interact, build on, and, in some cases, conflict with one another.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.1B.2 Students understand elements of literature including: d. Universal themes including the philosophical assumptions and underlying beliefs of author's work
11–12.RL.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Partial alignment (implicit): Content is similar with some differences in emphasis. CC emphasizes author's choices.	LA11.1B.2 Students understand elements of literature including: a. Character development (character's actions, beliefs, motives, reactions, and feelings); b. Point of view including underlying author purpose; c. Setting including historical/cultural context; d. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and e. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.

Craft and Structure		
11–12.RL.4 Analyze in detail the condensed language of poems (or particularly rich language use in a narrative or drama), determining how specific word choices and multiple meanings shape the impact and tone.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.
11–12.RL.5 Analyze how an author's choices concerning how to structure a text (e.g., electing at what point to begin or end a story) shape the meaning of the text.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	11.1B.2.Students understand elements of literature including: d. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.
11–12.RL.6 Analyze an author's use of satire, sarcasm, irony, understatement, or other means that requires a reader to understand various layers of meaning in a text.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	LA11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.
Integration of Knowledge and Ideas		
11–12.RL.7 Compare and contrast multiple interpretations of a drama or story (e.g., recorded or live productions), distinguishing how each version interprets the source text. (This includes at least one play by Shakespeare as well as one play by an American dramatist.)	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	LA11.1B.4 Students use the language and perspectives of literary criticism to evaluate literary works.
11–12.RL.8 (Not applicable to literature)	NA	NA
11–12.RL.9 Analyze how an author draws on and transforms fictional source material in a specific work (e.g., how Shakespeare draws on a story from Ovid or how a later author draws on a play by Shakespeare).	Partial alignment (implicit): Content is similar, with some difference in emphasis.	11.1B.2.Students understand elements of literature including: c. Setting including historical/cultural context;

Range and Level of Text Complexity		
11–12.RL.10 **In grade 11**, read literature independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed. **In grade 12**, read literature independently, proficiently, and fluently in the grades 11– CCR text complexity band; read "stretch" texts in the Beyond CCR text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA11.1C Students demonstrate understanding of informational texts.
Reading Standards for Informational Texts (RI)		
Key Ideas and Details		
11–12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves things uncertain.	Partial alignment (specificity): WY is less specific.	LA11.2B.1 Students write and share literary analyses, using grade level-appropriate strategies by: d. Using information in a text to support assertions. 11.1C.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news) and can: c. Make generalizations and inferences based on implicit and explicit information.
11–12.RI.2 Analyze how multiple ideas in a text interact, build on, and, in some cases, conflict with one another.	No match	
11–12.RI.3 Analyze in detail an author's ideas by describing how the ideas are developed and refined by specific sentences, paragraphs, and larger	No match.	

portions of a text.		
Craft and Structure		
11–12.RI.4 Interpret how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10 and No. 51).	No match	
11–12.RI.5 Analyze how an author's choices concerning how to structure a text (e.g., how reasons, evidence, and information are organized and emphasized) shape the meaning of the text.	No match	
11–12.RI.6 Analyze how various authors express different points of view on similar events or issues, assessing the authors' assumptions, use of evidence, and reasoning, including analyzing seminal U.S. documents (e.g., The Federalist, landmark U.S. Supreme Court majority opinions and dissents).	Weak alignment: Content is similar, but there is a significant difference in the emphasis. WY emphasizes historical and cultural period.	LA11.1B.1 Students read a variety of literary genres from American literature and various world cultures, and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.
Integration of Knowledge and Ideas		
11–12.RI.7 Synthesize and apply multiple sources of information presented in different formats in order to address a question or solve a problem, including resolving conflicting information.	Partial alignment (scope): CC includes using sources that are in different formats.	LA11.1C.2 Students conduct research using a variety of grade-appropriate sources and can: a. Synthesize relevant data through note-taking and questioning and b. Analyze and interpret technical data, written directions; and technical manuals.
11–12.RI.8 Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious	Partial alignment (scope): WY includes author's intent.	LA11.1C.1 Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, websites, electronic databases, microfiche, almanacs, news)

reasoning.		and can: a. Explain author's intent b. Evaluate for accuracy, relevance, and bias;
11–12.RI.9 Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.	Partial alignment (implicit): Content is similar, with some difference in emphasis. WY emphasizes note-taking and questioning.	LA11.1C.2 Students conduct research using a variety of grade-appropriate sources and can: a. Synthesize relevant data through note-taking and questioning and b. Analyze and interpret technical data, written directions; and technical manuals.
Range and Level of Text Complexity		
11–12.RI.10 **In grade 11,** read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read texts at the high end of the range with scaffolding as needed. **In grade 12,** read informational text independently, proficiently, and fluently in the grades 11–CCR text complexity band; read “stretch” texts in the Beyond CCR text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA11.1C Students demonstrate understanding of informational texts.
Writing Standards (W)		
Text Types and Purposes		
11–12.W.1 Write arguments in which they: a. Introduce a substantive claim, establish its significance, distinguish it from alternate or opposing claims, and create an	Partial alignment (implicit): Content is similar, but with some differences in phrasing and emphasis.	LA11.2A.2 Students use strategies to generate ideas for written work including: b. Developing a focus. c. Using vivid, specific, and relevant details and concepts.

organization so that claims, reasons, and evidence are purposefully and logically sequenced. b. Develop a claim and counterclaim thoroughly and fairly, supplying the most relevant evidence, while pointing out the strengths of their own claim and the weaknesses of the counterclaim. c. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims. d. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the audience's knowledge, values, and possible biases. e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.	Same as above Partial alignment (implicit): Content is similar, but with some differences in phrasing and emphasis. Strong alignment Strong alignment	LA11.2B.4 Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies a. Using evidence to support a thesis; b. Addressing author biases and concerns; LA11.2A.3 Students use organization skills to: a. Arrange paragraphs into logical progression; c. Use transitions in written work. LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone. LA11.2A.3 Students use organization skills to: b. Include a concluding statement;
11–12.W.2 Write informative/explanatory texts in which they: a. Introduce a complex topic and organize the information at	Partial alignment (implicit): Content is similar, but with some difference in	LA11.2A.2 Students use strategies to generate ideas for written work including:

multiple levels of the text so that each new piece of information builds on that which precedes it to create a unified whole; include formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to clarify ideas.	phrasing.	b.Developing a focus. c.Using vivid, specific, and relevant details and concepts.
b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts, concrete details, quotations, extended definitions, or other information and examples.	Partial alignment (implicit): Content is similar, but with some difference in phrasing.	LA11.2A.2 Students use strategies to generate ideas for written work including: a. Considering audience and purpose in planning. b. Developing a focus. c. Using vivid, specific, and relevant details and concepts.
c. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.	Strong alignment	LA11.2A.3 Students use organization skills to: e. Arrange paragraphs into logical progression; c. Use transitions in written work.
	Same as above	LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).
d. Use precise language, domain-specific and technical wording (when appropriate), and techniques such as metaphor, simile, and analogy to manage the	Strong alignment	LA11.2A.4 Students use meaningful voice by adapting writing for different audiences and purposes by: d. Using suitable content, vocabulary, style, structure, tone and voice; e. Considering background, age,

complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers. e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	Partial alignment (specificity): CC specifies kind of tone for discipline and audience. Strong alignment Strong alignment	knowledge of audience; and f. Using appropriate level of formality. LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone. LA11.2B.3 Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to: b. Use formal language and tone. LA11.2A.3 Students use organization skills to: f. Include a concluding statement;
11–12.W.3 Write narratives in which they: a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences. b. Develop narrative elements (e.g., setting, stance, event sequence,	Partial alignment (specificity): WY specifies sensory details, monologue, and pace. Same as above	LA11.2B.2 Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to: b. Use sensory details to describe sights, sounds, movement, and gestures;

complex characters) with purposefully selected details that call readers' attention to what is most distinctive or worth noticing.		g. Use interior monologue to convey feelings; and h. Pace action with changes in time and mood.
c. Use a variety of techniques to build toward a particular impact (e.g., a sense of mystery, suspense, growth, or resolution).	No match	
d. Use precise language to develop the events, experiences, and ideas clearly and to reinforce the style.	Weak alignment: CC content specifies what purposes word choice serves. WY content is in 7th grade.	LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.
e. Provide a satisfying conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.	Weak alignment: WY content includes beginnings and transitions. WY content is in 7th grade.	LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.
Production and Distribution of Writing		
11–12.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for this standard are defined in Standards 1–3 above.)	Strong alignment Same as above	LA11.2A.2 Students use strategies to generate ideas for written work including: a. Considering audience and purpose in planning LA11.2A.4 Students use meaningful voice by adapting writing for different audiences and purposes by: a. Using suitable content, vocabulary, style, structure, tone and voice;

		b. Considering background, age, knowledge of audience; and c. Using appropriate level of formality.
11–12.W.5 Strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Partial alignment (implicit): Content is similar, but with some differences in emphasis.	LA11.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts.
11–12.W.6 Demonstrate command of technology, including the Internet, to produce, publish, and update work in response to ongoing feedback, including fresh arguments or new information.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.2A.1 Students write a variety of level-appropriate modes/genres by: d. Using word processing and other tools of technology to create multimedia presentations. 11.2A.9 Students use strategies to edit and publish written work.
Research to Build Knowledge		
11–12.W.7 Perform short, focused research projects and more sustained research; synthesize multiple authoritative sources on a subject to answer a question or solve a problem.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.1C.3 Students use a process to apply research strategies including: a. Developing a plan for research; b. Collecting information to narrow and develop a topic; and c. Using information to support a thesis.
11–12.W.8 Analyze evidence gathered from multiple authoritative print and digital sources; assess the credibility and accuracy of the information and its usefulness and relevance for the specific task, purpose, and audience; and integrate selected information into the text, following a standard format for	Weak alignment: Content is similar, with some difference in phrasing and emphasis. CC emphasizes evaluating sources.	LA11.1C.3 Students use a process to apply research strategies including: a. Developing a plan for research; b. Collecting information to narrow and develop a topic; and c. Using information to support a

citation.		thesis.
11–12.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. a. Apply grades 11–12 reading standards to literature (e.g., "Analyze how an author draws on and transforms fictional source material, such as how Shakespeare draws on a story from Ovid, or a later author draws on Shakespeare"). b. Apply grades 11–12 reading standards to literary nonfiction (e.g., "Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing the relevance and sufficiency of evidence and identifying false statements or fallacious reasoning").	Partial alignment (specificity): WY is more specific. See CC grades 9–10 reading standards for WY coverage of that content.	LA11.2A.1 Students write a variety of level-appropriate modes/genres by: c. Explaining ideas in their reading. d. Elaborating on concepts in literature. LA11.2B.1 Students write and share literary analyses, using grade level-appropriate strategies by: e. Examining literature from several critical perspectives; f. Analyzing author's stylistic devices and effects; g. Analyzing author's use of literary elements; and h. Using information in a text to support assertions.
Range of Writing		
11–12.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No match	
Speaking and Listening Standards (SL)		
Comprehension and Collaboration		
11–12.SL.1 Initiate and participate effectively in group discussions on grades 11–12 topics, texts, and issues being		LA11.3.8 Students use strategies to contribute to group discussions by:

studied in class. a. Prepare for discussions by distilling the evidence or information about the material under study and explicitly draw on that preparation in discussions. b. Cooperate with peers to set clear goals and deadlines, establish roles, and determine ground rules for decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views). c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions. d. Summarize accurately the comments and claims made on all sides of an issue and determine what additional information, research, and tasks are required for the team to complete the task. e. Evaluate whether the team has met its goals.	Partial alignments (implicit): Content is similar, with some difference in emphasis. Partial alignments (implicit): Content is similar, with some difference in emphasis. Partial alignments (implicit): Content is similar, with some difference in emphasis. Partial alignments (implicit): Content is similar, with some difference in emphasis. Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.	b. Determining the purpose of discussions c. Acting as a leader, participant, and moderator a. Considering others' ideas and opinions before responding; c. Acting as a leader, participant, and moderator d. Conveying criticism in a constructive way. b. Determining the purpose of discussions; c. Acting as a leader, participant,

		and moderator
11–12.SL.2 Integrate multiple streams of data presented through various mediums, evaluating the reliability and credibility of each source of information in order to answer questions, solve problems, or build knowledge.	Partial alignment (scope): CC includes using data presented in various mediums.	LA11.3.1 Students speak for a variety of purposes including: b. Evaluating the accuracy, relevance, and bias of sources.
11–12.SL.3 Evaluate the information conveyed and rhetoric used by a speaker or presenter, identifying logical errors in reasoning and exaggerated or distorted evidence.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.3.1 Students speak for a variety of purposes including: a. Explaining a speaker's or performer's intent; and b. Evaluating the accuracy, relevance, and bias of sources.
Presentation of Knowledge and Ideas		
11–12.SL.4 Plan and deliver focused and coherent presentations that convey clear and distinct perspectives such that the line of reasoning and sources of support are clear and alternative perspectives are addressed, adjusting presentation to particular audiences and purposes.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA11.3.3 Students use strategies to organize formal presentations including: b. Using relevant details to support ideas; and c. Citing information sources. LA11.3.4 Students use strategies to make persuasive presentations by: a. Presenting a coherent argument; b. Citing persuasive evidence; d. Addressing counter-arguments and concerns.
11–12.SL.5 Make strategic use of digital media elements and visual displays of data to enhance understanding.	Partial alignment (specificity): WY specifies the types of media and visual displays.	LA11.3.7 Students use visual aids or technology (charts, photographs, transparencies, slides, electronic media,

		text, images, sound effects) to support presentations.
11–12.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See “Conventions” in Language, pages 47–50, for specific demands.)	No match	
Standards for Language (L)		
Conventions in Writing and Speaking		
11–12.L.1 Observe conventions of grammar and usage. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve complex usage issues, particularly when the issue involves contested or changing usage; consult references (e.g., Merriam-Webster’s Dictionary of English Usage) as needed for guidance.	No match	
11–12.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Observe the conventions concerning using hyphens to join words. b. Spell correctly.	Weak alignment: WY includes other writing conventions. WY content is in 7th grade. Partial alignment (scope): WY includes	LA7.2A.5 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and brackets, and word bases and affixes in spelling. LA11.2A.7 Students use grade level-

	other writing conventions.	appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:
11–12.L.3 Make effective language choices. a. Write and edit work so that it conforms to the guidelines in a style manual.	No match	
Vocabulary Acquisition and Use		
11–12.L.4 Determine word meanings (based on grades 11–12 reading). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence, paragraph, and whole-text context; the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital. b. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary). c. Interpret various figures of speech (e.g., satire, sarcasm) and analyze their role in a text.	Partial alignment (implicit): Content is similar, with some differences in emphasis and phrasing.. Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content is in 6th grade. Partial alignment (grade level): WY content is in 7th grade.	LA11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary. LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology. LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary. LA.7.1B.3 Students understand

		personification, hyperbole, imagery.
11–12.L.5 Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses. b. Distinguish a word from other words with similar denotations but different connotations.	No match	
11–12.L.6 Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	Partial alignment (scope): CC specifies vocabulary gained through reading and responding to texts.	LA11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.

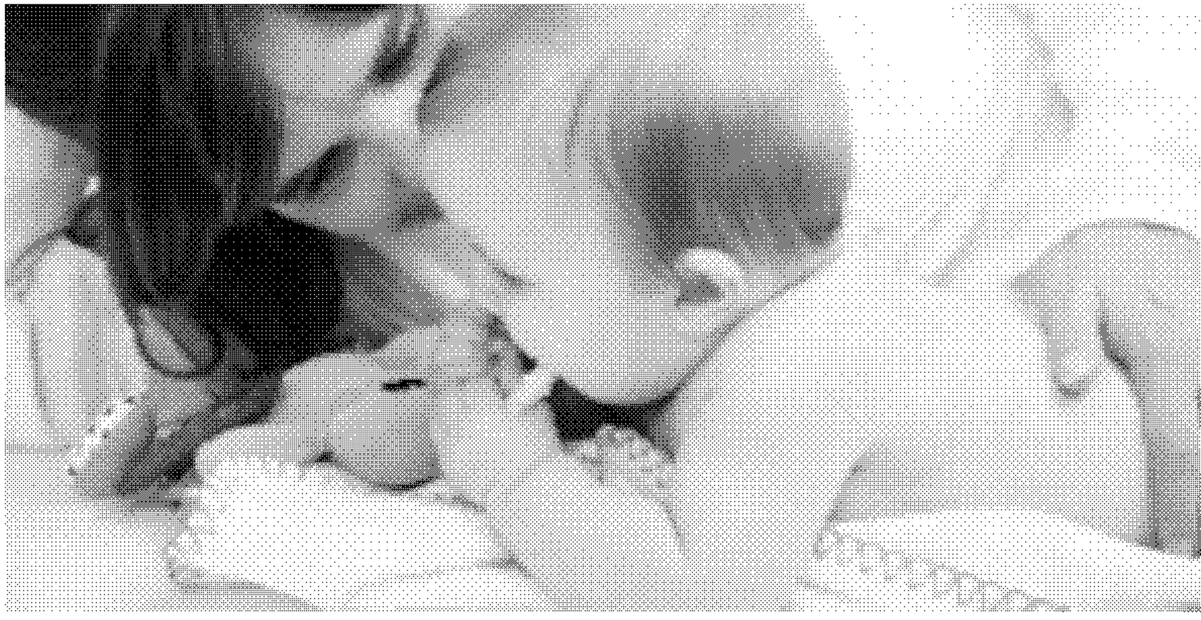
Wyoming

Early

Learning

Guidelines (E.L.G.s)

PR/Award # S371C110022



Early

Learning Guidelines (E.L.G.s)

DRAFT

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About this publication

Early Learning Guidelines describe the characteristics, skills, and knowledge we want children in Wyoming to develop from birth to 36 months of age.

>>> Importance of these guidelines to our state & why they were developed

>>> Who these guidelines are designed to be used by, and how

About this Publication (cont.)

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Communication

birth to 6 months

Key Idea:

Language Comprehension
(Receptive language)

Understanding the meaning of feelings and ideas expressed by others. Increased vocabulary development.

(Applies to child's and family's native language, and the language in which the child is fluent including sign language, gesturing, assistive communication.)

What to look for:

Responds to sounds in the environment - startles or cries to unexpected sounds

Watches speaker's face or hands when he/she is talking or gesturing

Prefers slower, high pitched sounds

Turns and listens intently to familiar voices and sounds

Responds to person with back and forth interactions such as smiling or cooing

Key Idea:

Language Expression
(Expressive/language production)

The use of sounds, gestures, words, phrases and sentences to express self. Initial expression occurs during social relationships.

(Applies to child's and family's native language, and the language in which the child is fluent including sign language, gesturing, assistive communication.)

What to look for:

Smiles and vocalizes to initiate social contact

Makes sounds to try and continue interactions

Babbles and talks to self, exploring and playing with many sounds, such as blowing bubbles, and bbb, mmm, etc.

PR/Award # S371C110022

birth to 6 months

Key Idea:

Literacy

The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities.

What to look for:

Looks at pictures of faces or babies

Listens to repetition of words, songs, or rhymes

Enjoys listening to caregiver read out loud while sitting on caregiver's lap and looking at pictures

PR/Award # S371C110022

6 to 12 months

Key Idea:

Language Comprehension

Language that children are able to understand or comprehend

What to look for:

Quiets down or gets excited when hearing a familiar voice

Turns to look at familiar person or object when named

Responds appropriately to familiar words - claps hands for pat-a-cake

Shows interest in conversations of others

Key Idea:

Language Expression

Language that children are able to say or produce on their own

What to look for:

Babbles to self be ng to imitate changes in pitch

Uses consistent sound co inations to label specific people or things - mama, dada, bat

Respo s to word's or music with gestures - waves or kisses when saying hi or bye-b plays eek-a-boo, or dances to music

Uses a fe ords to express objects or actions - up, go, baba

Key Idea:

Liter y

The found ons of readi and writing (liter) begin infancy. Infants and toa rs plore books, listen to songs and ursery rhymes, hear stories, draw and scribble as they build their literacy abilities.

What to look for:

Shows increased interest in stories, books, and songs

Looks at books, can hold book, pats pages

Points to objects, animals or people in pictures

Explores marking on paper with a variety of materials

PR/Award # S371C110022

12 to 18 months

Key Idea:

Language Comprehension

Language that children are able to understand or comprehend

What to look for:

Understands the words that are used to name common objects

Enjoys listening to stories, songs and finger plays

Follows simple instructions - "Please bring me the ball."

Understands over 50 words in his/her home language

Key Idea:

Language Expression

Language that children are able to say or produce on their own

What to look for:

Vocalizes familiar words when read or sung to

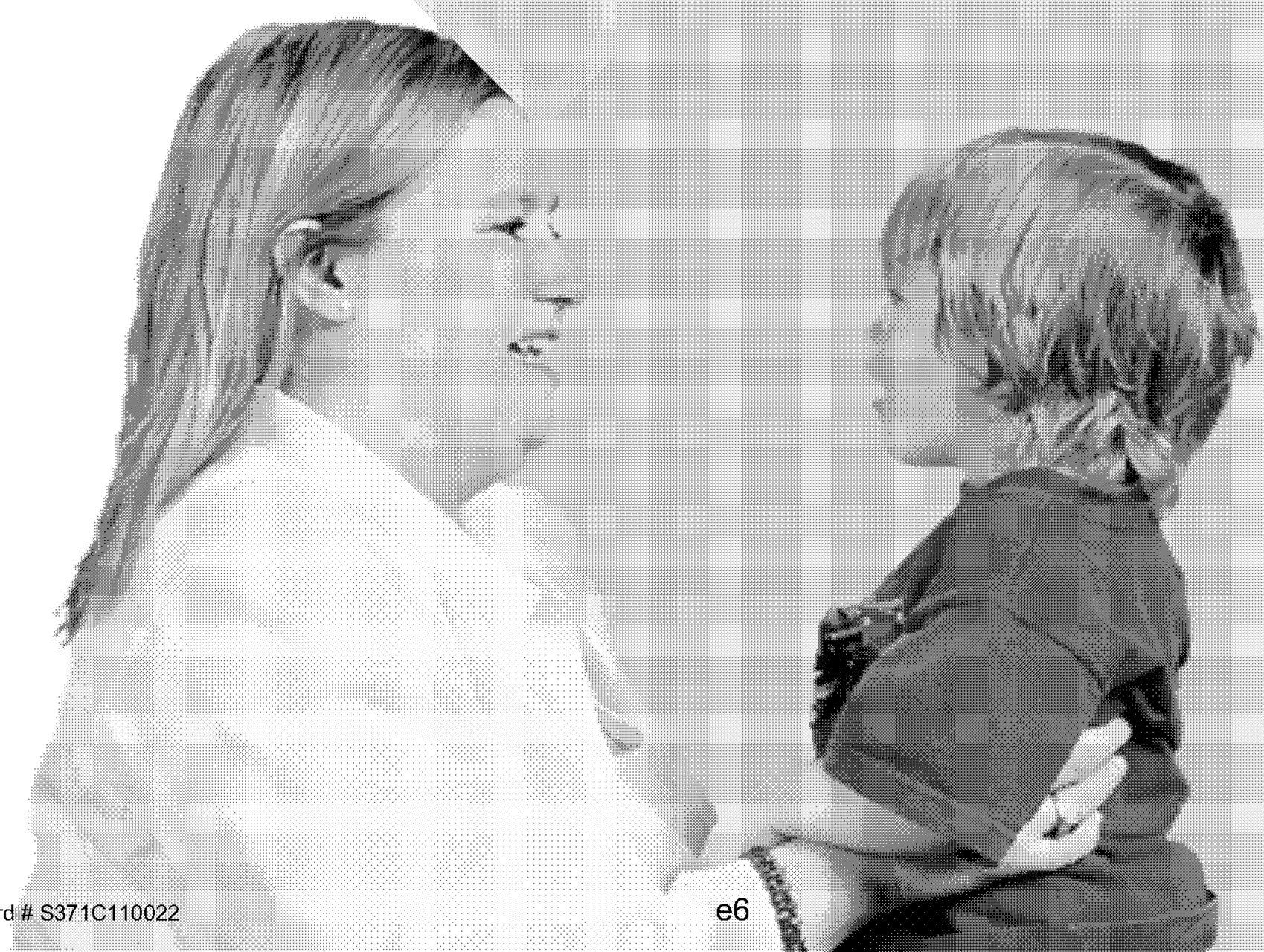
Begins to speak in short sentences. "Me go."

Uses 8-10 understandable words (e.g. dada, ball, up, baba, etc.

Imitates words and adult actions that go along with simple songs and rhymes - Row, row, row your boat

Uses non-verbal gestures and beginning to combine words and gestures

Begins to change volume and reflect emotion to communicate meaning



PR/Award # S371C110022

12 to 18 months

Key Idea:

Literacy

The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities.

What to look for:

Sits on caregiver's lap and pays attention as he/she reads a simple book

Pats pages and likes books with flaps, textures

Shows preference for certain books

Begins to imitate writing by making own mark or scribble

Makes strokes on paper with paint brush and picks up crayons and markers using their fist

PR/Award # S371C110022

18 to 24 months

Key Idea:

Language Comprehension

Language that children are able to understand or comprehend

What to look for:

Uses actions in chants and finger plays started by caregiver

Responds to action words by performing the action – Caregiver says, "Wave Bye bye" and child waves or "Let's dance to the music and the child dances."

Enjoys learning new vocabulary and new concepts. Identifies some people, objects, and actions by name.

Responds to questions such as "What is she doing?" or "What do you want for a snack?"

Key Idea:

Language Expression

Language that children are able to say or produce on their own

What to look for:

Needs are met by asking for objects by name

Puts words together to make 2-word simple sentences

Talks about what is happening in a familiar book

Uses 2-3 words to talk to self or others about things they are working on, things they are doing and events of the day familiar book

Learns and says words building toward a base of 50 words

Key Idea:

Literacy

The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities.

What to look for:

Listens to short and simple stories. Looks at and names pictures in a book

Requests favorite story – wants it read repeatedly

Recalls parts of previously heard story

Explores using different writing materials

Scribbles with purpose – will tell others what scribbles mean – can make vertical and horizontal lines

Communication

PR/Award # S371C110022

24 to 36 months

Key Idea:

Language Comprehension

Language that children are able to understand or comprehend

What to look for:

Learns new words quickly

Understands contrasting words such as stop/go, yes/no, come/go, and up/down

Follows multi-step daily routines when prompted

Responds to questions

Key Idea:

Language Expression

Language that children are able to say or produce on their own

What to look for:

Vocalizes familiar words when read or sung to

Recites words from familiar rhymes and songs or fills in the missing word

Tries to initiate conversations with others about objects, people

Uses sound effects in play

Uses adjectives in speech - soft blanket, big dog

Asks simple questions - What? Where? Why?

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Key Idea:

Literacy

The foundations of reading and writing (literacy) begin in infancy. Infants and toddlers explore books, listen to songs and nursery rhymes, hear stories, draw and scribble as they build their literacy abilities.

What to look for:

Begins to identify common sounds that s/he hears in the environment (such as animal sounds, car horns, etc.)

Imitates speed and tempo of sounds - talks fast and slow, claps hands fast and slow

Recognizes signs and symbols in the everyday environment

Holds book right side up and turns pages one at a time

Retells a story by looking at pictures

Imitates adult's writing motions through scribbling

Participates in rhyming games and notices sounds that are the same and different

PR/Award # S371C110022

birth to 6 months

Key Idea:

Developing a Sense of Self

Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings and their ability to influence the world around them

What to look for:

Begins to show attachment to primary caregiver(s)

Develops awareness of hands, fingers, feet, toes, and face. Enjoys looking at own face in a mirror

Recognizes that adults respond to baby's cues

Begins to develop social skills by smiling back at caregiver(s), imitating facial expressions, and smiling at familiar people

Key Idea:

Social Interactions & Feelings

Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play for others. They learn to express their wants, needs, and emotions. As they grow and develop, the gain control over some of their feelings and learn new ways to express them.

What to look for:

Shows increasing alertness during waking periods and is awake for longer periods of time

Calms when swaddled, or held. Enjoys being gently bounced or moved around

Communicates boredom through yawning, fussing, turning away, arching back and extenaing arms and legs

Smiles and coos to show happiness. Cries to communicate distress or pain

Becomes upset or irritable when regular routine is disrupted

Demonstrates increasing ability to calm self

Shows distress when another baby is crying

Uses whole body to express emotion

PR/Award # S371C110022

6 to 12 months

Key Idea:

Developing a Sense of Self

Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings and their ability to influence the world around them

What to look for:

Shows interest in their image in a mirror (stares, smiles, reaches out to touch image)

Explores face and body parts of others - touches face, pats cheek, explores hands, etc.

Responds to own name

Shows preference for rain foods, textures, sounds, and music

Key Idea:

Social [illegible] & Feelings

Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play for others. They learn to express their wants, needs, and emotions. As they grow and develop, the gain control over some of their feelings and learn new ways to express them.

What to look for:

Begins to sleep for extended/longer periods during the night by exploring ways to go back to sleep, such as pacifier, comfort object, thumb-sucking, or music

Prefers to be with a familiar person and reacts when separated

Reacts to changes in established routines by fussing, crying or showing discontent

Communicates needs through gestures, vocalizations, and cries

Responds to other baby's feelings and interactions

Begins to respond to supportive guidance – such as distraction, accepting a substitute item, etc.

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PR/Award # S371C110022

12 to 18 months

Key Idea:

Developing a Sense of Self

Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings and their ability to influence the world around them

What to look for:

Recognizes self in mirror by smiling, patting, and vocalizing

Can touch parts of the body when asked such as nose, ear, toe, and head

Explores environment and shows preference for certain toys, activities, clothing, and experiences

Repeats behaviors to get attention - banging, vocalizing, etc.

Begins to demonstrate strong will and tests limits as he/she develops independence

Allows adults to distract him/her or negotiate disp[illegible]

Key Idea:

Social Interactions & Feelings

Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play for others. They learn to express their wants, needs, and emotions. As they grow and develop, the gain control over some of their feelings and learn new ways to express them.

What to look for:

Clings to primary caregiv[illegible] upo[illegible]epa[illegible]n

Has strong [illegible]hat ma[illegible]e demonstrated physically - hitting, pulling hair, an[illegible]ting

Expres[illegible] differ[illegible]uch as affection, delight, frustration, and shyness

Uses [illegible]v lan[illegible]ge and facial expressions to communicate feelings

Begins to [illegible]spond to supportive guidance - may need help to stop unsafe behavior

[illegible]oks t[illegible]aregiver(s) for help and for cues about behavior

Sho[illegible]s interest in other children by watching and tracking behavior - follows them around, imitates behavior, begins to play alongside peers

PR/Award # S371C110022

18 to 24 months

Key Idea:

Developing a Sense of Self

Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings and their ability to influence the world around them

What to look for:

Expresses thoughts and feelings by saying "no" as a way of showing independence

Prefers certain toys, games, activities, comfort objects, and clothing

Needs adult help to take turns or to share toys

Developing ability to respond positively to choices

Asserts ownership by saying, "Mine"

Notices likeness and dif' ences between self and others: hair color and texture, boys and gir' ramily members

Key Idea:

Social Interactions & Feelings

Infants and toddlers evelop th beginnings of social s 's as t observe and interact wi er people. Th ttachi ts, show car nd conce for ot s, and le how to play others. They le to express the wants, needs, an motions. A hey grow and de p, th ain control over so eir feelings and learn new wa to express

What to ook for:

Initiat 's social interactions with peers

ates actions to express emotions

- *Stomps feet like brother when frustrated, raises arms like when excited*

Begins to separate from parent or main caregiver without being overcome by stress

Responds to others' verbal, physical, and facial expressions of emotion

Calms self after excitement or frustration with familiar comfort items and reminders

PR/Award # S371C110022

24 to 36 months

Key Idea:

Developing a Sense of Self

Children learn about themselves as unique individuals through interactions with the world around them. They develop an awareness of their bodies, feelings and their ability to influence the world around them

What to look for:

Recognizes own identity; such as saying "do it myself", "me big boy" or using own name

Begins to recognize family members, roles, and names

Demonstrates a growing sense of competence and confidence in own abilities

Indicates likes and dislikes such as with food, playmates, activities

Makes comparisons between self and others

Key Idea:

Social Interactions & Feelings

Infants and toddlers develop the beginnings of social skills as they observe and interact with other people. They form attachments, show care and concern for others, and learn how to play for others. They learn to express their wants, needs, and emotions. As they grow and develop, the gain control over some of their feelings and learn n… ways to express them.

What to look for:

Shows new fears based on new und…ding about the world – monsters, animals, etc.

Uses words, signs, or g…ures …mmunic… emotions such as frustration, anger, sadness, and love

Stays occ…ed in …elf-cho… activity for a short period of time

Includ… others … …begins to include imitating familiar people, activities, …mals – such as pretending to be a kitty, drive a truck, or cook

PR/Award # S371C110022

birth to 6 months

Key Idea:

Exploration and Discovery

Experiencing things, developing curiosity and inquiring about the world

What to look for:

Reacts to touch by moving feet, hands, and head

Turns head toward caregiver's voice - gazes, moves arms or legs

Responds to touch or sound with purposeful movements - kicks feet, moves arms, or coos in response to caregiver's interaction

Watches people, objects, and activities intently
- *Reacts to new objects, voices, sounds and touch by becoming more active or quiet*
- *Explores single object held nearby or in own grasp*

Key Idea:

Problem solving and Creative Expression

Developing the ability to find a solution to a simple problem; and learning to be creative in self-expression

What to look for:

Reacts to the rhythm of simple daily routines - rocking to sleep, listening to familiar adult talking or singing, being carried and handed to caregiver

Engages in self-soothing activities - sucks thumb, fingers, or fist, cries softly and rhythmically, rubs hand over soft texture

Prepares body to be lifted by familiar adult - reaches with arms, moves body in anticipation of being lifted

Experiments with behaviors that make something happen
- *Splasnes water to make object move*
- *Makes sounds or moves to keep familiar adult's attention*

Key Idea:

Concept Development and Memory

Understanding cause and effect, and the permanence of things. Developing memory skills.

What to look for:

Holds attention of adults by smiling, vocalizing, and gestures

Uses more than one sense at a time - when holding a toy will shake it, look at it, and listens for a sound

Follows path of dropped object - looks down when drops a toy

Enjoys repeating sounds and actions over and over
- *Transfers an object from hand to hand*
- *Bangs an object again to repeat the sound*

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PR/Award # S371C110022

6 to 12 months

Key Idea:

Exploration and Discovery

Experiencing things, developing curiosity and inquiring about the world

What to look for:

Manipulates things in the environment and watches what happens, such as bangs on table with object or hand, and fingers, touches, and mouths objects

Notices new people and objects in familiar environment

Uses several senses at once to explore environment, such as mouths and holds a toy

Demonstrates intense curiosity through consta[illegible]ration

Key Idea:

Problem solving and Creative Expression

Developing the ability to find a solution to a simple problem; and learning to be creative in self-expression

What to look fc

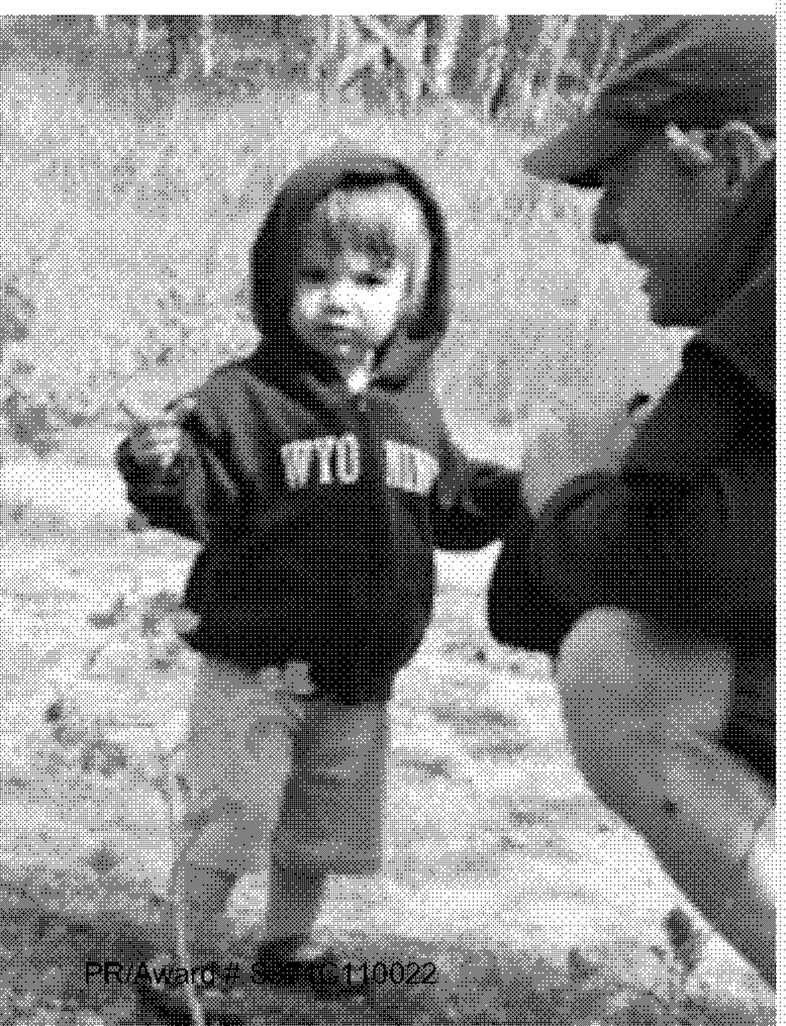
Problem solves by moving [illegible]ody to[illegible]bject of interest - rolls toward an item of interest

Begins to s[illegible], with [illegible] activity [illegible]til successful by trying different approaches

Picks up [illegible]ce of [illegible] to put it in mouth

[illegible] expl[illegible] art materials

Seeks assis[illegible]ce from caregiver to solve problem using vocalizations, gestures and facial e[illegible]ressions



6 to 12 months

Key Idea:

Concept Development and Memory

Understanding cause and effect, and the permanence of things. Developing memory skills.

What to look for:

Remembers simple games and objects from the day before - pat-a-cake, so-big, peek-a-boo

Discovers repeated actions have similar effects

- *Someone picks up dropped toy each time*
- *Pushing a button on a toy causes a noise*

Uses some objects for their real purpose/function - cup for drinking, spoon for eating

Understands "[illegible] in reference to food or play

In play, [illegible]rates aspects [illegible]daily routine, such as rocks baby doll to sleep, feeds stuffe[illegible]animal

Imi[illegible]s ol[illegible] peer's or caregiver's actions, such as clapping hands, Baby Sign®, [illegible]gging stuffed animal

DRAFT

PR/Award # S371C110022

12 to 18 months

Key Idea:

Exploration and Discovery

Experiencing things, developing curiosity and inquiring about the world

What to look for:

Manipulates objects to answer the question "What can I do with this?" A bucket can become a stool

Takes time to investigate and complains if interrupted

Shows increased curiosity about surroundings. Explores using all senses

- *Enjoys playing with water, sand and dirt*
- *Reaches out to touch rain*
- *Stops to watch something new*

Key Idea:

Problem solving and Creative Expression

Developing the ability to find a solution to a simple problem; and learning to be creative in self-expression

What to look for:

Remembers location of favorite object:

- *Asks for objects*
- *Reaches out to touch rain*
- *Stops to watch something new*

Begins to stay with an activity until successful by trying different approaches

Picks up piece of food and tries to put it in mouth

Begins exploring materials

Seeks assistance from caregiver to solve problem using vocalizations, gestures and facial expressions

Key Idea:

Concept Development and Memory

Understanding cause and effect, and the permanence of things. Developing memory skills.

What to look for:

Follows simple directions and consistent routines - "Please get your shoes; we are going outside."

Remembers the games and objects from the day before

Points to an object when names by the caregiver(s)

- *Child points in response when asked, "Where's the doggie?"*

Recognizes position words such as in, out, up, down, under, behind

Begins to build an understanding of quantity, such as "all gone", "more", "all" and "one more"

PR/Award # S371C110022

18 to 24 months

Key Idea:

Exploration and Discovery

Experiencing things, developing curiosity and inquiring about the world

What to look for:

Explores different textures in the natural environment on their own

Continues to show curiosity about surroundings and becomes more interested in exploring new activities and environments

Notices changes in play materials

- *Changes in play dough when adding more, cutting pieces, pounding with an object*

Searches for a favorite object

Key Idea:

Problem solving and Creative Expression

Developing the ability to find a solution to a simple proble[illegible] learning to be creative [illegible] self-expression

W[illegible]at to l[illegible]ok for:

Begins [illegible]ve simple problems:

- *Tri[illegible]o climb to reach a desired object*
- *Tries [illegible]oen doors and cupboards*

U[illegible] active [illegible]xploration and trial and error to figure out how things work

[illegible]gages in imaginative play using props:

- *Pretends to eat, sleep, drink*

Engages in imaginative play using props

Pretends to feed the baby, drive the car, build a house

DRAFT

PR/Award # S371C110022

18 to 24 months

Key Idea:

Concept Development and Memory

Understanding cause and effect, and the permanence of things. Developing memory skills.

What to look for:

Uses familiar objects in combination:

- *Uses spoon in bowl, doll in bed, and person in car*

Fills and empties containers with sand, water, or small toys

Shows some understanding of daily time sequence:

- *Time for nap, lunch, outdoor play*

Tries to put large single puzzle pieces into the matching space

In play imitates the use of most everyday objects

Stays with the same self-chosen activity on occasion

Knows the name or sound of many animals

DRAFT

24 to 36 months

Key Idea:

Exploration and Discovery

Experiencing things, developing curiosity and inquiring about the world

What to look for:

Tries new activities, materials and equipment: Tries different or unfamiliar art materials; tries different musical instruments

Explores and notices ways that materials can change - snow melting, water freezing, wind moving leaves and other things, sand holding its shape when it gets wet, etc.

Takes time to investigate and complains if interrupted

Tries to make obje move or work – such as opening a container or using a faucet

DRAFT

PR/Award # S371C110022

24 to 36 months

Key Idea:

Problem solving and Creative Expression

Developing the ability to find a solution to a simple problem; and learning to be creative in self-expression

What to look for:

Matches simple shapes using foam boards or puzzles: circles, squares, triangle

Classifies, labels, and sorts objects by characteristics:

- *Large and small*
- *By color*
- *Same shapes (circles, objects with points)*

Can use words when asked, "What happened?"

During pretend play, uses objects for other than their intended purpose such as using a small block for a cell phone

- *Plays house, plays store*

Expresses self creatively through singing, do ng d drawing

Key Idea:

Concept Development and Memory

Understanding cause and effect, and the permanence of things. Developing memory skills.

What to look for:

Engages in make believe play, actin ut si le dramatic play themes with others: Playing store, house, animal ho al

Enjoys simple sorting activ es, s ns sortin ixed up pairs of mittens, animals go in this box and cars go that b

Uses some nu er ds dur play or activity: "I want two."

Imitates unting rh One, o, Buckle My Show, Five Little Monkeys

Re bers p events that happened and were meaningful such as own rthda, etting ts or going to the doctor

Notices how ings are different and the same

C out/st a series of 2-4 nesting cups or blocks in order

DRAFT

PR/Award # S371C110022

birth to 6 months

Key Idea:

Gross Motor

Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.

What to look for:

Turns head toward nipple or caregiver's face while being held

Actively explores moving arms, legs, and head while on his/her tummy or back

Rolls from back to stomach and stomach to back

May move from place to place by rolling

Sits with support on caregiver's lap or cushions

Enjoys bouncing when held in standing position on caregiver's lap

Key Idea:

Fine Motor

Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.

What to look for:

Grasps finger when placed in his/her hand

Aware of hands and begins to use hands to hold breast/bottle during feeding time

Follows slowly moving object with eyes

Uses hands to bring objects to mouth, such as toes, fingers, toys placed in hands

DRAFT

PR/Award # S371C110022

6 to 12 months

Key Idea:

Gross Motor

Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.

What to look for:

Able to sit up without support

May crawl, scoot or creep to get where baby wants to go

Develops ability to stand (usually in this order)

- *Pulls to stand*
- *Stands and cruises while holding onto furniture*
- *Stands alone*

Key Idea:

Fine Motor

Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.

What to look for:

Swipes at and gets desired obje

Manipulates object in hand, moves object from one hand to another

Picks up and looks at small obje[illegible] thumb and index finger

Begins to [illegible]release, and manipulate objects, such as putting blocks in a contair

Key Idea:

Self-Help

Infants and Toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.

What to look for:

Begins finger feeding self small pieces of food, such as a piece of biscuit or other finger foods

Cooperates with caregiver during care routines such as diapering, dressing, etc.

PR/Award # S371C110022

12 to 18 months

Key Idea:

Gross Motor

Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.

What to look for:

Walks alone with increasing confidence

Throws, carries, pushes and pulls objects

Walks up stairs holding a hand

Climbs simple structures

Squats and stands again

Begins to run, but awkwardly

Key Idea:

Fine Motor

Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food and begin to draw and scribble.

What to look for:

Uses thumb and forefinger to pick up small items

Turns pages in a book

Shows interest in exploring sensory and art materials

Key Idea:

Self-Help

Infants and Toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.

What to look for:

Undresses self with some assistance

Picks up food with fingers – exploring different textures or tastes

Feeds self by handling a cup with minimal spilling or a spoon for self-feeding

Assists with dressing, undressing, and diapering

Washes and dries hands with assistance

PR/Award # S371C110022

18 to 24 months

Key Idea:

Gross Motor

Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.

What to look for:

Pounds object with intention such as hammering a peg

Walks and runs with increasing control

Squats to pick up a toy and stands again

Walks upstairs and downstairs holding onto a hand or railing

Pushes large objects such as boxes, chairs, wagons, and strollers

Enjoys climbing, swinging, sliding, and walking up inclines

Key Idea:

Fine Motor

Fine motor refers to the small muscles of the hands, arms, legs, and feet that children use to move objects. Infants and toddlers develop finger and hand and eye coordination allowing them to explore toys, pick up food, and begin to draw and scribble.

What to look for:

May alternate left and right hands [illegible] eating and gra[illegible]ng

Can use a crayon or large pa[illegible]brush wi[illegible] an overhand grasp (fist) to scribble and imitate marks

Uses both hands to c[illegible]or manipula[illegible]objects (stack blocks, roll a ball)

Pours liquid from one c[illegible]taine[illegible]o c[illegible]er

Key Idea:

Self-Help

Infants and Toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.

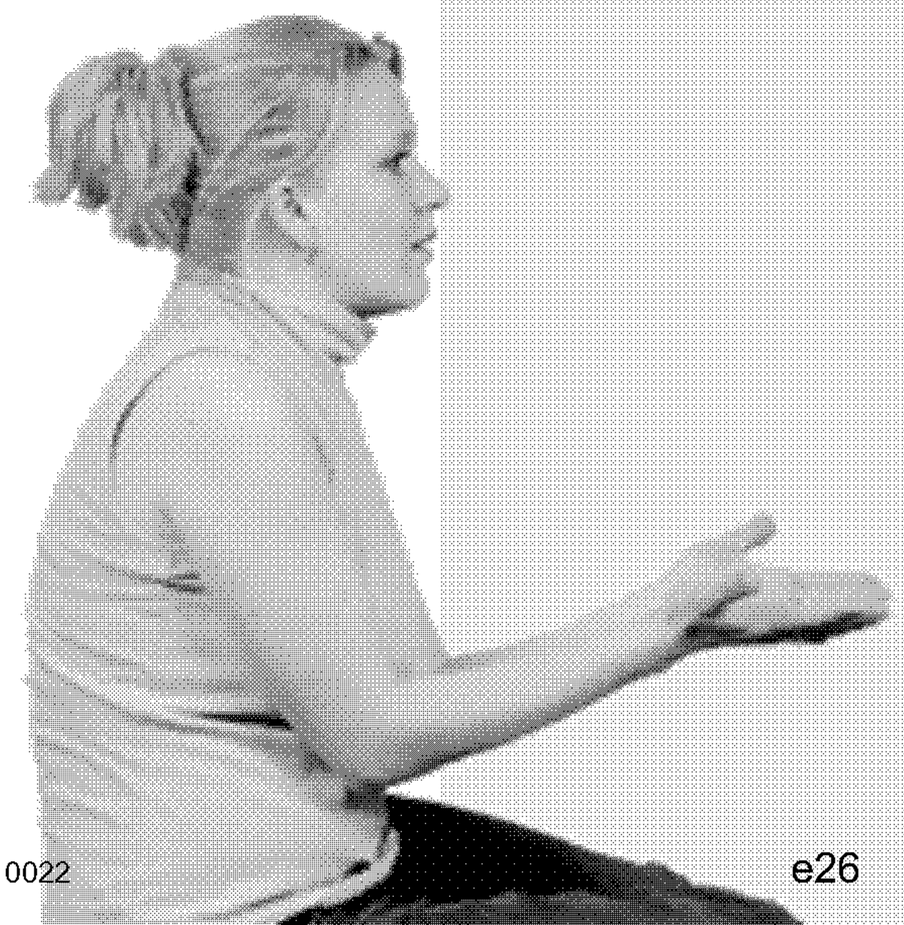
Wh[illegible].o look for:

C[illegible]erate[illegible] dressing and undressing self. Can put on some easy cloth[illegible]

Uses [illegible]oon and child-sizes cup

[illegible]icates wet or soiled diaper by pointing, verbalizing or pulling on diaper

Communicates wanting dry clothes if wet or muddy



PR/Award # S371C110022

24 to 36 months

Key Idea:

Gross Motor

Gross motor refers to the use and control of the large muscles, such as head, back, arms, and legs, allowing infants and toddlers to explore and interact with people and their environment.

What to look for:

Can jump up and down in place

Climbs on jungle gym and ladders

Throws a ball using whole body. Catches a ball by trapping it with arms and hands

Has increasing control over body movement and is beginning to change speed and direction when running

Plans and completes movements that require a series of steps - such as climbing a ladder and going down a slide, crawling under a table and backing out

Key Idea:

Fine Motor

Fine motor refers to the small muscles of the hands, arms and feet that children use to move objects. Infants and toddlers develop finger and hand and coordination allowing them to explore toys, food, and begin to draw and scribble.

What to look for:

Holds object with one hand while manipulating it with the other such as twisting a lid on a container

Shows more control of drawing materials

Enjoys messy, creative play, such as finger painting, scribbling, gluing, ripping and taping

Uses eyes and hands together with more control such as with stacking blocks or threading beads with large holes

PR/Award # S371C110022

24 to 36 months

Key Idea:

Self-Help

Infants and Toddlers develop a growing awareness and interest in their own needs. They first get their needs met by communicating with trusted adults. Then they begin to participate in taking care of themselves.

What to look for:

Continues to progress with self-feeding and uses a spoon or a fork more independently.

Pours liquid from a small pitcher into a cup with some help

Continues to work on dressing self:

- *Able to put on clothing except for buttoning*
- *Puts on shoes (does not lace, but can manage Velcro fastening)*
- *Puts on own jacket and hat*

Shows increased interest and succe with toiletin kills:

- *Increasing bowel and bl er control*
- *Willing to use toilet*
- *Will wash hands*

Participates in slee tines - ge book, arranging pillows or comfort items

Cooper sists wit othbrushing

U tissue to ipe nose h assistance

Show rest in helping or imitating caregiver tasks - can help clean up s with regiver assistance

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Early Learning Guidelines (E.L.G.'s)
DRAFT

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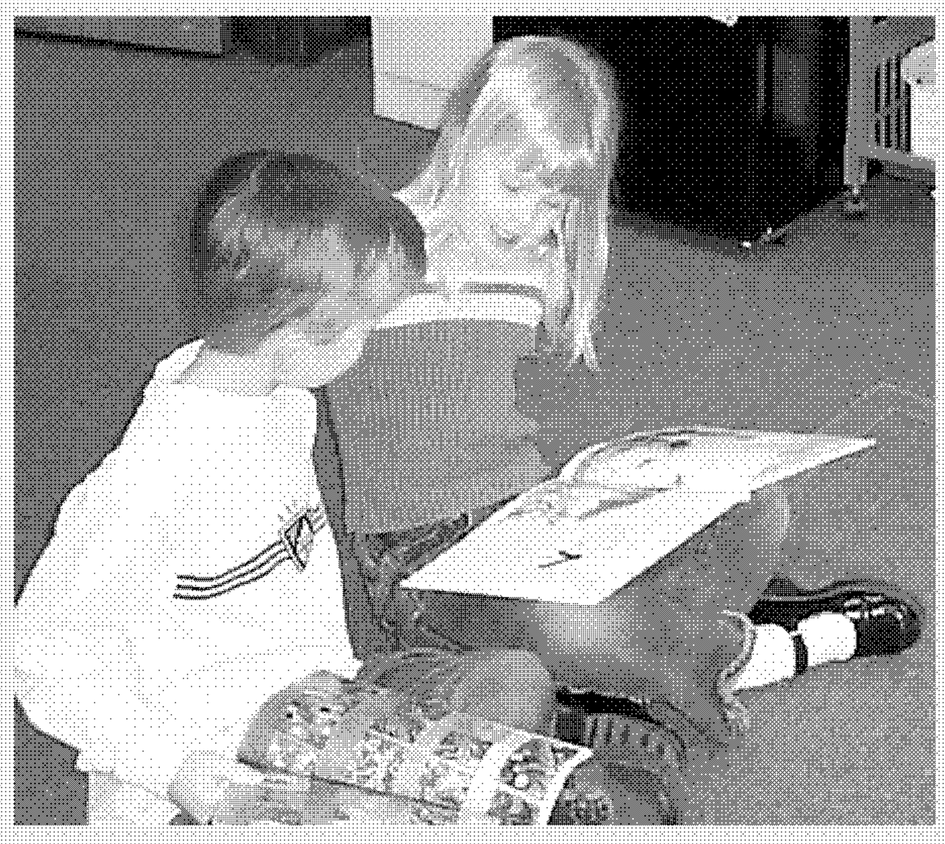
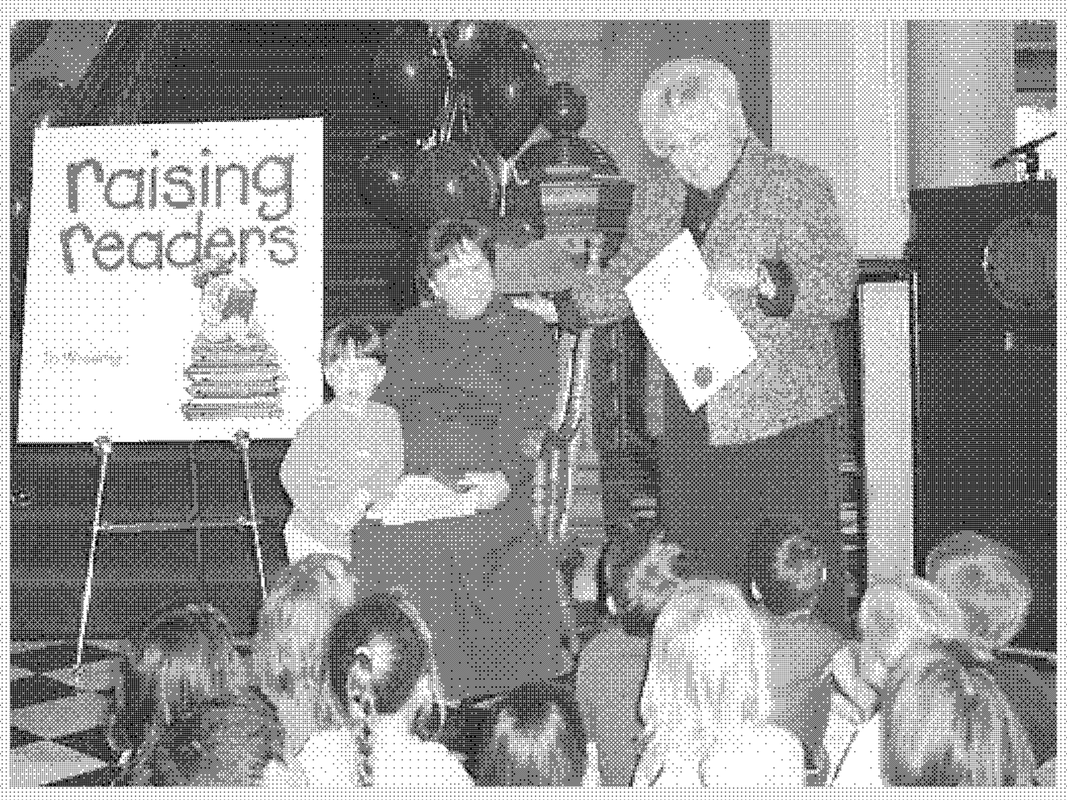
WYOMING DEPARTMENT of EDUCATION





Early Childhood Readiness Standards

Wyoming Early Childhood Readiness Standards

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INTRODUCTION

The Wyoming Early Childhood Standards Task Force, appointed by Judy Catchpole, State Superintendent of Public Instruction, is pleased to present the Wyoming Early Childhood Readiness Standards. The Task Force, supported by the Wyoming Department of Education in collaboration with the Wyoming Early Childhood Development Council, included representation from agencies and organizations involved in providing early care and education services to young children in Wyoming.

PURPOSE

The Wyoming Early Childhood Readiness Standards have been developed to provide a more consistent definition of school readiness. Our goal is to provide early childhood educators with a framework to use in planning quality curriculum by identifying the skills (indicators) needed to maximize the potential for school success and promote a smooth transition to kindergarten.

RATIONALE

Children entering kindergarten come with a variety of preschool and home experiences, and accordingly, with varying levels of school readiness. Research indicates that children who start behind stay behind. Providing children with a strong start significantly contributes to their long-term development and learning success.

The majority of early childhood standards documents currently available are written as "program" standards. They define health, safety and educational experiences that programs must provide for young children.

We encountered two challenges in developing the Wyoming Early Childhood Readiness Standards. The first challenge was to define our vision or "ideal" for school readiness. The second challenge was to determine the indicators (benchmarks) appropriate for five year olds entering kindergarten.

The Head Start Outcomes Framework provided the guidance needed in linking the developmental domains of early childhood (cognitive, language, social/emotional, motor) with the content areas associated with K-12 district standards (Language, Literacy, Approaches to Learning, Math, Science, Social Studies, Physical Health and Development, Creative Arts). Current research on the important role of early brain development, early literacy and social-emotional competencies was used to set the indicators at a level needed to promote optimum readiness for school success.

GUIDANCE

The Wyoming Early Childhood Readiness Standards were created for use as a guide for planning preschool curriculum to promote learning. They should never be used as an assessment tool, nor to delay entry of children who are age eligible to participate in kindergarten programs.

Early childhood educators are advised to use the standards in combination with developmentally appropriate assessment practice in order to make informed decisions regarding preschool curriculum and individualized learning needs. Appropriate early childhood assessment methods include: observation, developmental checklists linked to curriculum, portfolios and parent interview. Periodic assessment helps determine where each child's skills are on the continuum of development. This provides early educators with the information they need in order to provide individualized learning. Educators can then plan high quality learning experiences designed to promote the development of school readiness skills, especially in programs that serve children at-risk, including those with disabilities.

The current focus on academic readiness has the potential to promote developmentally inappropriate practice through a "downward push" of elementary school curriculum into preschool. Early childhood educators need an understanding of child development, the developmental continuum for three to five year olds, developmentally appropriate curriculum and assessment practices as well as early childhood teaching pedagogy to ensure appropriate methods are used to promote school readiness.

Note: For information on developmentally appropriate practice and the continuum of development for children age three to five, refer to the resources marked with an asterisk (*), listed below

RESOURCES

This document incorporates information and perspectives from a wide array of resources, including:

- Head Start Outcomes Framework
- Wyoming Department of Education K-12 Common Core Standards
- Standards from other states, including Connecticut, Colorado, and Missouri
- *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*, a joint position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC), 1998
- **Starting Out Right: A Guide to Promoting Children's Reading Success*, Burns, M.S., Griffin, P, and Snow, C. (Eds.), Washington, DC: Committee on the Prevention of Reading Difficulties in Young Children, National Research Council, 1999
- **Scaffolding Early Literacy*, Bodrova, Elena, McRel, 2001
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- *The Kindergarten Year*, (Early Childhood Longitudinal Study), National Center for Educational Statistics (NCES), 2001
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- *Building Strong Foundations for Early Learning*: U.S. Department of Education Guide to High-Quality Preschool Programs, 2000

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Barbara Ingledue	Administrative Specialist, WY Dept. of Education

I. LANGUAGE
Domain/Content Area

(A) LISTENING AND UNDERSTANDING
(Receptive Language)

Standard: The child listens for a variety of purposes.

PERFORMANCE INDICATORS

1. Demonstrates understanding of language through responses.

   Snapshot: Jill was listening when the teacher asked the group to share what they did during the holiday break. She responded, "I went to my grandparents house and played with my cousins."

2. **Understands and follows simple and multiple-step directions.**

   Snapshot: When asked, Kathy hangs up her coat and joins her friends on the rug.

3. **Understands an increasingly complex and varied vocabulary.**

   Snapshot: Adults in Mark's environment introduce new words and expand his vocabulary. "Mark, I noticed you really like those books on dinosaurs. Did you know that Tyrannosaurus Rex was a carnivore?"

4. **Understands basic language concepts.**

   Snapshot: Ann understands a variety of concepts: including opposites such as hot and cold; spatial and directional concepts such as over and under; and time concepts such as morning and afternoon.

5. **Discriminates among different environmental sounds.**

   Snapshot: Spencer runs for the telephone when he hears it ring, and Brett looks out the window when he hears a bird chirping.

6. **Understands "who, what, where, when, why" questions.**

   Snapshot: Bonnie responds appropriately when asked, "Where are your shoes?"

7. **Listens to and engages in conversation with others.**

8. **Progress in listening to and understanding English, (for non-English speaking children).**

I. LANGUAGE
Domain/Content Area

(B) SPEAKING AND COMMUNICATING
(Expressive Language)

Standard: The child uses language to communicate for a variety of purposes.

PERFORMANCE INDICATORS

1. **Asks and answers simple questions.**

   Snapshot: Lawrence asks Julie, "What is that book about?" Julie responds, "It's about dogs."

2. **Initiates conversation and responds appropriately to discussions with peers and adults.**

3. **Uses an increasingly complex and varied spoken vocabulary.**

4. **Demonstrates age-appropriate speech articulation.**

   Snapshot: John's speech is easily understood by others. (**Note**: Preschool children may have some articulation errors, such as **S, L,** and **R** sounds.)

5. **Communicates in complete sentences of increasing length and grammatical complexity.**

   Snapshot: John's typical sentence length is five or more words: "My grandma took me to the store and bought me a new raincoat."

6. For non-English speaking children, progress is made in speaking English.

II. LITERACY
Domain/Content Area

(A) PHONOLOGICAL AWARENESS

Standard: The child will demonstrate awareness of the different sounds in language.

PERFORMANCE INDICATORS

1. **Recognizes rhymes.**

   Snapshot: Pat asks, "Does Mark rhyme with park?"

2. **Completes a rhyme.**

   Snapshot: Ginny completes the sentence, "I saw a bug crawling on the _____."

3. **Creates strings of words with the same initial sound (alliteration).**

   Snapshot: Kerri repeats a line from the "B" Book, "Big brown bear, blue bull . . . . ."

4. **Distinguishes individual spoken words in sentences.**

   Snapshot: As four-year old Claire's speech improved, she was heard asking her friend Chris, "Will you give me a turn?' instead of, "You gimmea turn?'

5. **Combines syllables to produce spoken words.**

   Snapshot: At group circle time, the teacher plays "guess the name" game, saying, "Who's name is this Shir- - -la?" Shirla responds, "Shirla! That's my name!"

6. **Segments syllables in spoken words.**

   Snapshot: Virginia Claps as she says each syllable in her name. "Vir — gin — ia" equals three claps.

7. **Discriminates sounds in spoken language.**

   Snapshot: Bonnie asks Ann, "Are these two sounds the same Mmmmm - - - - - Zzzzz?"

8. **Recognizes onset (initial) sounds of spoken words.**

   Snapshot: Julia asks, "Whose name starts with a Ssssss?" Suzanne answers, "Mine does!"

II. LITERACY
Domain/Content Area

(B) BOOK KNOWLEDGE AND APPRECIATION

Standard: The child will demonstrate knowledge and appreciation of books.

PERFORMANCE INDICATORS

1. **Listens to and discusses a variety of stories.**

2. **Expresses interest in reading-related activities.**

   Snapshot: Kim brings her dad the book, *Goodnight Moon*, and asks him to read it to her before bedtime.

3. **Knows how to handle and care for books.**

   Snapshot: Kristen holds the book upright, turns the pages, scans pages from top to bottom and left to right, and understands the book is for reading.

4. **Retells stories with a beginning, middle and end.**

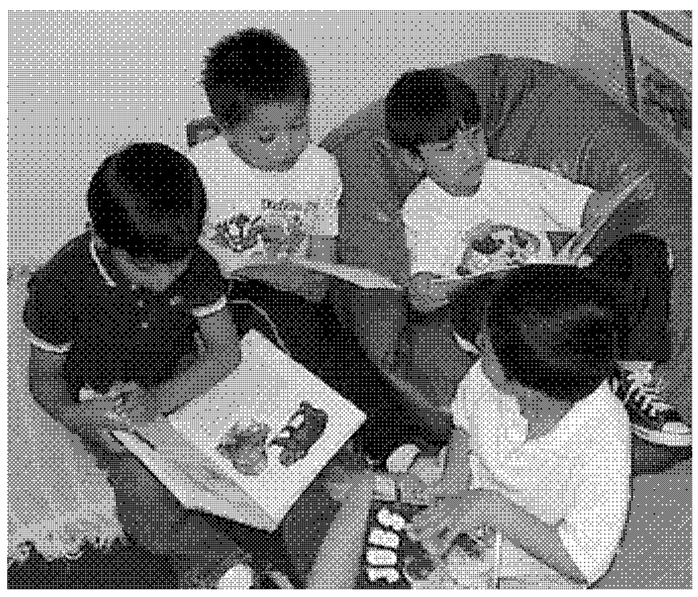
   Snapshot: Annette picks out a favorite book to use in re-telling a story to a friend, turning pages in sequence to connect the pictures to her tale.

5. **Predicts what will happen next in a story.**

   Snapshot: As the teacher reads the story of the three bears, Allysin announces, "Goldilocks is going to break the baby bears chair!"

6. **Makes connections between self and story.**

   Snapshot: While drawing a picture of her Daddy and her dog, Cheryl Says, "My Daddy and I take my dog for a walk."



II. LITERACY
Domain/Content Area

(C) PRINT AWARENESS AND CONCEPTS

Standard: The child will demonstrate understanding of print concepts.

PERFORMANCE INDICATORS

1. **Demonstrates awareness of print in various environments.**

2. **Understands the different functions of various forms of print.**

   Snapshot: Janey's Aunt Mary offered to make her some pudding. As Aunt Mary looked at the back of the pudding mix box, Janey asked, "What does it say we need to do to make it?"

3. **Tracks print left to right and top to bottom.**

   Snapshot: The teacher asks Joe to locate on the page where to begin. Joe tracks the print in the storybook from left to right, top to bottom and left page to right page.

4. **Demonstrates understanding that print conveys a message.**

   Snapshot: Judy notices the letters "EXIT" on a sign above a doorway and asks, "Is that the way out?"

   Snapshot: Beth receives a birthday card from Grandma and asks Mom, "What does it say?"

5. **Recognizes the association between spoken and written words.**

   Snapshot: Anita is playing "waitress" and writes (scribbles) words to represent the foods ordered by her "customers."

6. **Recognizes a word as a unit of print.**

   Snapshot: Pat identifies her name in a sentence.

II. LITERACY
Domain/Content Area

(D) EARLY WRITING

Standard: The child uses writing as a means of expression / communication.

PERFORMANCE INDICATORS

1. **Understands that writing serves a variety of purposes.**

   Snapshot: During playtime Joe says, " I'm making a grocery list for my mom." Suzy says, "I'm writing a letter to my grandmother."

2. **Represents stories and experiences through pictures, dictation and in play.**

   Snapshot: Rebecca makes a birthday card for her mother. On her card she draws a picture of herself with her mother, then writes her message, I L U, and prints her name.

3. **Experiments with a growing variety of writing tools, materials and resources (for children with disabilities, this includes adaptive communication and writing devices).**

   Snapshot: Clair uses finger paints to write her name.

4. **Writes familiar words, such as his/her own name.**

5. **Reads own writing.**

   Snapshot: Ginny scribbles a story on paper and reads it to Ann and Bonnie.

II. LITERACY
Domain/Content Area

(E) ALPHABET KNOWLEDGE

Standard: The child demonstrates knowledge of the alphabet.

PERFORMANCE INDICATORS

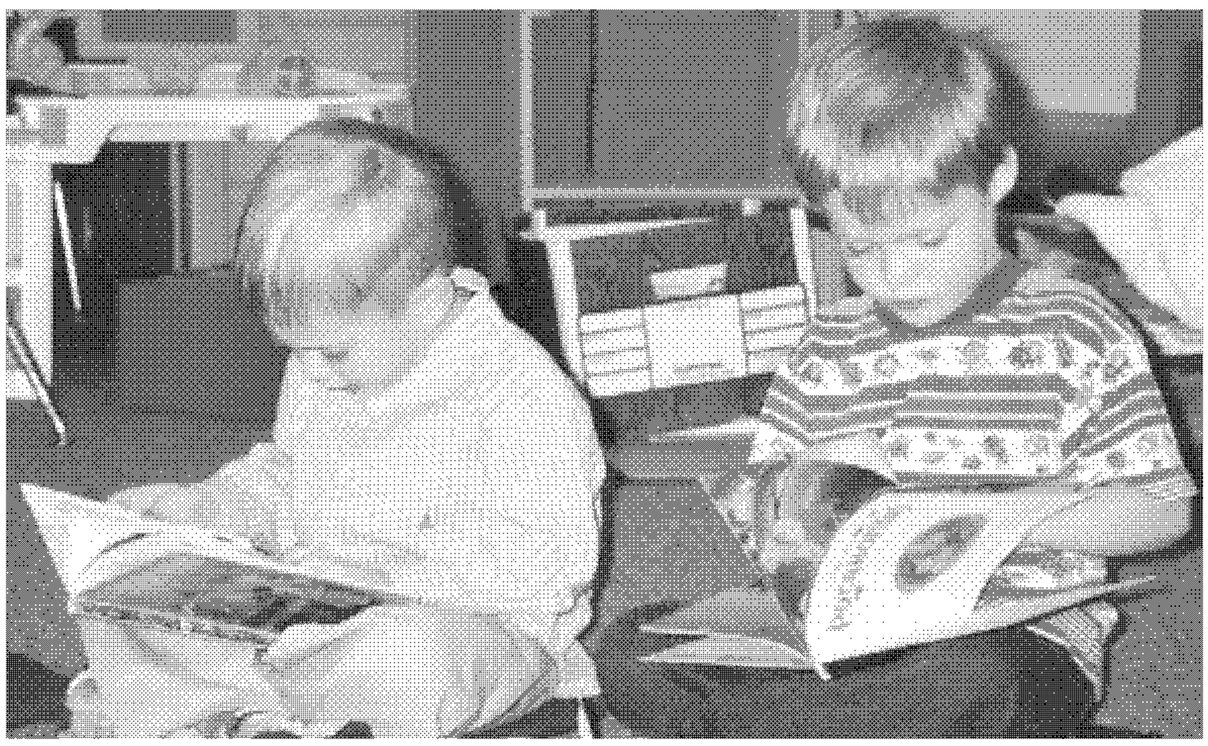
1. **Associates at least ten letters with their shapes or sounds.**

2. **Recognizes beginning letters in familiar words.**

   Snapshot: Mary Ann's mother asks, "Can you show me where the (magnetic) letter 'M' is on the refrigerator?"

3. **Identifies letters out of alphabetical sequence.**

   Snapshot: Shirla points to each of the letters in her name as her teacher calls them out.



"The early childhood years from birth to age eight are the most important for literacy development. Specific abilities required for reading and writing come from immediate experiences with oral and written language. The single most important activity for building the skills essential for reading success appears to be reading aloud to children." -Excerpted from Learning to Read and Write: Developmentally Appropriate Practice for Young Children: A Joint Position statement of the International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC).

"During the first years and months of life, children's experiences with language and literacy begin to form a basis for their later reading success. Research consistently demonstrates that the more children know about language and literacy before they arrive at school, the better equipped they are to succeed in reading" -National Research Council "Starting Out Right: A Guide to Promoting Reading Success."

III. SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

(A) SELF CONCEPT

Standard: The child demonstrates a positive sense of self.

PERFORMANCE INDICATORS

1. Shows ability to separate from family and adjust to new situations.

   Snapshot: Nancy says goodbye to family member without undue stress as she is dropped off at preschool.

2. **Demonstrates appropriate trust in adults who can help (family members, friends, staff) and those who may not.**

   Snapshot: Kim knows who is allowed to give her medicine and talks about why she should not go anywhere with strangers.

3. **Recognizes/expresses own feelings and responds appropriately.**

   Snapshot: Krista calmed herself down when she was angry at her friend and used words to explain what had upset her.

4. **Stands up for rights.**

   Snapshot: Anita tells her friend who asks to paint at the easel, "I am not done yet, you can have a turn when I am finished."

5. Demonstrates confidence in a range of abilities and expresses pride in accomplishments.

   Snapshot: Kristen completes a difficult puzzle, she smiles and shouts, "I finally did it, all by myself!"

6. Demonstrates knowledge of body parts and their functions.

III. SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

(B) SELF CONTROL

Standard: The child demonstrates respect for self and others.

PERFORMANCE INDICATORS

1. **Demonstrates self-regulation.**

   Snapshot: Bryan's teacher complimented him when he was able to attend and participate at group time without teacher assistance.

2. **Demonstrates self-direction and independence.**

   Snapshot: Neleta surprised her mother by brushing her teeth after breakfast, without being reminded.

3. **Takes responsibility for own well-being.**

   Snapshot: Ginny notices it is snowing and puts on her winter jacket before going outside to play.

4. **Respects and cares for classroom environment and materials.**

   Snapshot: Clair put away the blocks before getting out the clay.

5. **Follows classroom routines and rules.**

   Snapshot: Kristin reminds her friend Kim to wash her hands before going to the snack table.

   Snapshot: Mark enters the preschool and hangs up his coat and backpack before joining the group at circle time.

6. **Attends to task long enough to be successful.**

   Snapshot: Cheryl works on a puzzle for ten minutes, until she can do it all by herself.

III. SOCIAL EMOTIONAL DEVELOPMENT
Domain/Content Area

(C) PRO-SOCIAL BEHAVIOR

Standard: The child demonstrates pro-social behavior.

PERFORMANCE INDICATORS

1. **Plays well with various children.**

   Snapshot: Vickie plays with a small group following social rules and showing acceptance of peers regardless of race, gender, ethnicity or abilities.

2. **Develops a sense of friendship.**

   Snapshot: Beth tells her mom that Kerri is her best friend.

3. **Recognizes the feelings of others and responds appropriately.**

   Snapshot: Suzanne notices Julia's sad expression and asks. "What's wrong?"

4. **Respects the rights of others and shares.**

   Snapshot: Mike reminds Susan, who does not want to give up her turn, that it is Kathy's turn on the swing.

5. **Engages in problem solving strategies to resolve conflicts.**

   Snapshot: Les asks his friend Bob for the dinosaur. When Bob refuses, Les offers to trade the truck for the dinosaur.

III. SOCIAL EMOTIONAL DEVELOPMENT

Domain/Content Area

(D) KNOWLEDGE OF FAMILIES AND COMMUNITY

Standard: The child demonstrates knowledge of families and communities.

PERFORMANCE INDICATORS

1. **Identifies similarities and differences between themselves and others.**

   Snapshot: Montgomery says, "I have blond hair and blue eyes just like Anna."

2. **Identifies family composition and personal characteristics including gender, address, phone number and last name.**

   Snapshot: Corey drew a picture of his family, and told his teacher, "This is my mom, Nancy, my dad, John, and my little brother Nathan. We live at 555 West Tenth Street. My phone number is 123-4567."

3. **Identifies roles and relationships within different family structures and cultures.**

   Snapshot: While playing the dramatic play area, Bonnie says, "I'm the mom, you be the dad and go to work."

4. **Describes some people's jobs and what is required to perform them.**

   Snapshot: Heather told her teacher, "When I grow up I want to be a fireman and put out fires."

5. **Understands concepts and language of geography in the context of their classroom, home and community.**

   Snapshot: Craig said, "I live across the street from the park."

IV. APPROACHES TO LEARNING

Domain/Content Area

(A) REPRESENTATION AND SYMBOLIC THINKING

Standard: The child demonstrates skills in representation and symbolic thinking.

PERFORMANCE INDICATORS

1. **Takes on pretend roles and situations.**

   Snapshot: Matthew says, "Let's play school, I'll be the bus driver."

2. **Uses objects to represent real items in make believe play.**

   Snapshot: Melissa holds a block to her ear and pretends to make a phone call.

3. **Creates and interprets representations.**

   Snapshot: Jason used blocks to create separate "cages" for the animals in his "pet shop." She then added a bowl to each cage filled with different types of food, explaining, "The brown beads are the dog food and the white paper circles are the cats' milk."

"To be ready to learn, children must have built a solid social and emotional foundation. A child who is socially and emotionally ready for school and thus ready to learn has many, though not all, of the following characteristics: he or she is confident, friendly, has developed or will be able to develop good relationships with peers, and is able to concentrate on and persist at challenging tasks. The child must also be able to listen to instructions and be attentive."

A Good Beginning

IV. APPROACHES TO LEARNING
Domain/Content Area

(B) INITIATIVE AND CURIOSITY

Standard: The child demonstrates initiative and curiosity in learning.

PERFORMANCE INDICATORS

1. **Participates in an increasing variety of tasks and activities.**

2. **Makes independent choices.**

   Snapshot: During free play, Patty decides to read a book in the library area.

3. **Demonstrates flexibility, imagination and inventiveness.**

   Snapshot: Kate suggests using a block as a doorstop when the classroom doorstop disappears.

4. **Demonstrates eagerness and curiosity as a learner, through active exploration.**

   Snapshot: Monica eagerly explores a variety of learning centers in the classroom.

5. **Is willing to try new things.**

IV. APPROACHES TO LEARNING
Domain/Content Area

(C) ENGAGEMENT AND PERSISTENCE

Standard: The child demonstrates ability to engage in and complete age appropriate tasks.

PERFORMANCE INDICATORS

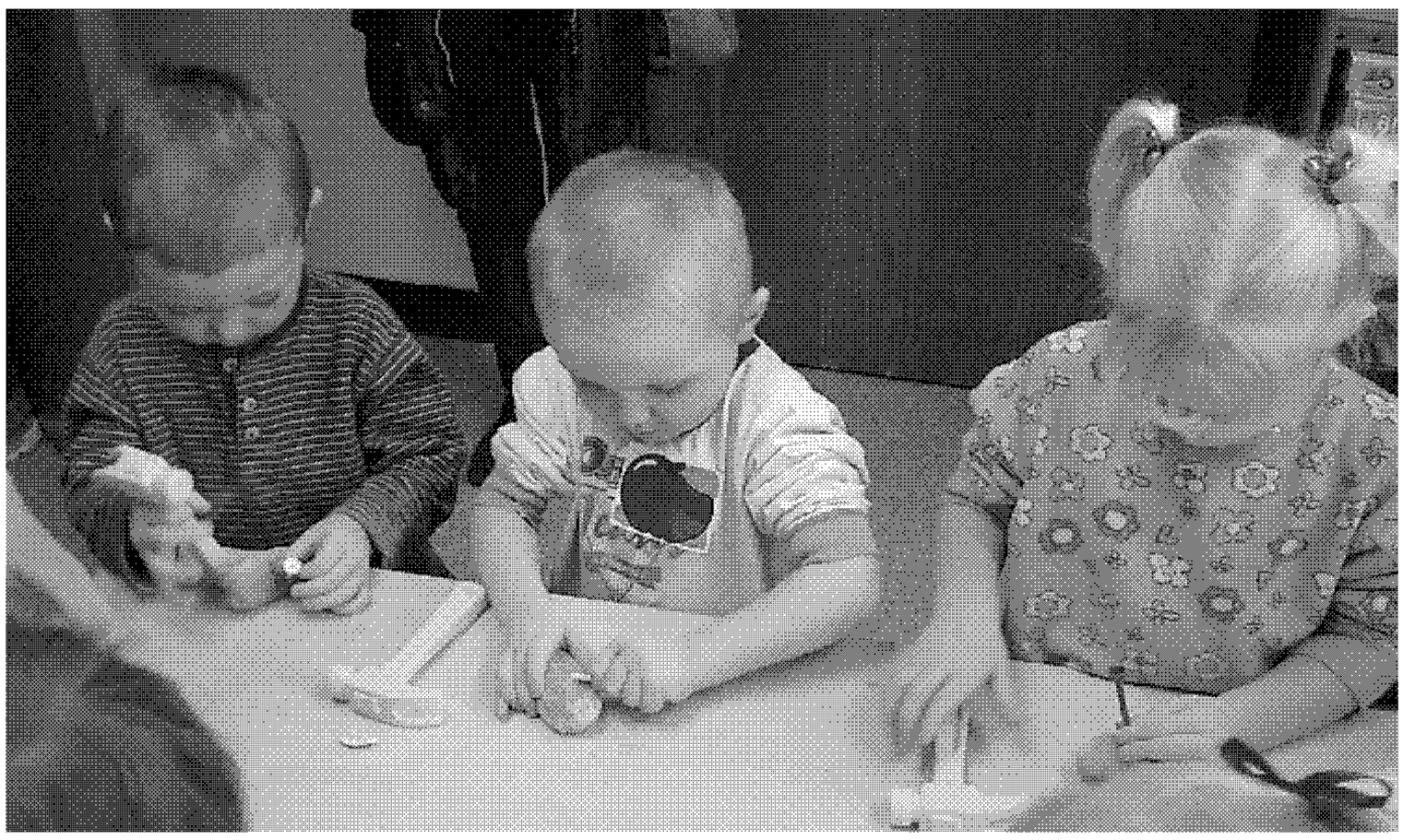
1. **Persists in and completes a variety of tasks.**

   Snapshot: When Shelley tries out a new puzzle, she doesn't give up easily if the pieces don't fit together on the first try , but keeps working, occasionally asking for help, until all the pieces are back in place to complete the puzzle.

2. **Sets goals. Develops and follows through on plans.**

   Snapshot: Damion announces, "I'm going to build a car with the Legos." He then gets the box of Legos off the shelf and uses them to make a car.

3. **Develops ability to work independently.**



IV. APPROACHES TO LEARNING
Domain/Content Area

(D) REASONING AND PROBLEM SOLVING

Standard: The child demonstrates skills in problem solving.

PERFORMANCE INDICATORS

1. **Finds more than one solution to a problem, task or question.**

   Snapshot: Irene suggests trading one toy for another or using a timer for the toy so they can take turns.

2. **Recognizes and solves problems through trial and error. Interacts with peers and adults.**

   Snapshot: Allyson reminds Lisa that it is Bonnie's turn on the tricycle. When Lisa refuses to give Bonnie a turn, Allyson asks the teacher to intervene.

3. **Classifies, compares and contrasts objects and events according to their unique attributes.**

   Snapshot: Lawrence puts himself in the group wearing shoes that tie, and then in the group with blue shoes.

"Problem solving is key in being able to do all other aspects of mathematics. Through problem solving, children learn that there are many different ways to solve a problem and that more than one answer is possible. Children are naturally curious about everyday problems. Invite your children to figure out solutions to everyday situations. You can do this by talking about the problem, asking your children for ways to solve it, and then asking how they came up with those solutions."

"Reasoning is a major part of problem solving. You can help children think through a questions and come up with a useful answer by simply asking your children questions and listening to answers. Encourage them to figure out "why" they think something is the way it is, and then check out their ideas. Encourage them to think for themselves rather than try to figure out what answer you want to hear."

Excerpted from "Early Childhood: Where Learning Begins – Mathematics"
U.S. Dept of Ed. ED PUBS 1999

V. MATHEMATICS
Domain/Content Area

(A) NUMBER AND OPERATIONS

Standard: The child demonstrates understanding of number concepts.

PERFORMANCE INDICATORS

1. Uses one-to-one correspondence in counting objects and matching groups of objects.

   Snapshot: When told he could have six animal crackers for snack, David counted out the correct number to put on his plate.

2. **Uses language to compare numbers of objects.**

   Snapshot: At snack time, Chris announced, "Clair only has two crackers and I have three, she needs more!"

3. **Demonstrates ability to combine, separate and name "how many" concrete objects.**

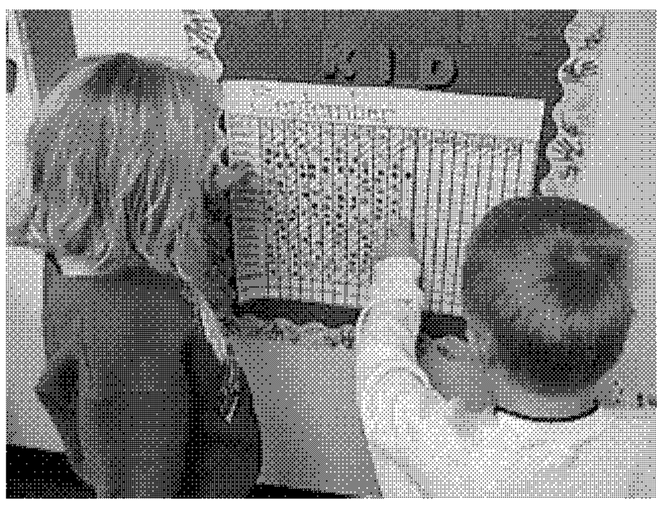
   Snapshot: Yvette separates the bear counters into piles by size and counts four baby bears, two mama bears and two papa bears. She then puts them all together and says, "I have eight bears."

4. **Associates number concepts, vocabulary, quantities and written numerals in meaningful ways.**

   Snapshot: At circle time, Lorraine points to the calendar and says, "That's the number four and that is how old I am!"

5. **Uses numbers and counting as a means for solving problems and determining quantity.**

   Snapshot: Morita counts out the number of children who will be having lunch and collects the appropriate number of cups and napkins to set the table.



6. **Demonstrates ability to count in sequence to ten or beyond.**

   Snapshot: Scott counted all the children at circle time and declared, "There are nine children here today."

V. MATHEMATICS
Domain/Content Area

(B) GEOMETRY AND SPATIAL SENSE

Standard: The child demonstrates understanding of geometry and spatial sense.

PERFORMANCE INDICATORS

1. Recognizes, names, describes and compares common shapes, their parts and attributes.

   Snapshot: Sherry showed Jim how to put the blocks away in the right places, saying, "The big rectangle blocks go on this shelf and the small squares go next to them."

2. **Puts together and takes apart shapes.**

   Snapshot: John cut his paper circle in four pieces; he separated the shapes and put them back together again.

3. **Determines whether or not two shapes are the same size and shape.**

4. **Matches, sorts, puts in a series and regroups objects according to different attributes.**

   Snapshot: Carter likes to play with his toy cars. Sometimes he groups them by type (i.e., race cars and emergency vehicles) or size. He often lines them up in a row, from largest to smallest.

5. **Demonstrates understanding of directionality, order and positions of objects, and positional words.**

   Snapshot: Luis puts objects in, on, under, on top of or next to another object as requested.

V. MATHEMATICS
Domain/Content Area

(C) PATTERNS AND MEASUREMENT

Standard: The child demonstrates understanding of patterns and measurements.

PERFORMANCE INDICATORS

1. **Recognizes, duplicates and extends simple patterns.**

   Snapshot: Cheryl copies the pattern for a paper chain, alternating red and green paper strips.

2. **Makes comparisons between objects.**

   Snapshot: Jessica holds up two similar pencils and says, "These look the same, but one is shorter."

3. **Uses standard and non-standard measures (to determine object size).**

   Snapshot: Cindy uses her own feet by walking heel-to-toe to measure the length of her block house and then Barbara's block house . . . to find out which one is larger.

VI. SCIENCE
Domain/Content Area

(A) SCIENTIFIC METHODS

Standard: The child explores scientific methods.

PERFORMANCE INDICATORS

1. **Gathers information, investigates materials and observes processes and relationships.**

   Snapshot: Kelley plays with various items at the water table to see which ones sink and which ones float.

2. **Compares and contrasts objects and materials.**

   Snapshot: While in the block area, Rose tells the teacher, "These two blocks are the same size, but one is red and one is blue.

3. **Participates in simple investigations to test observations, discuss and draw conclusions and form generalizations.**

   Snapshot: Melissa places pennies one-by-one in each of two floating boats and says, "I'm seeing which boat will sink first."

VI. SCIENCE
Domain/Content Area

(B) SCIENTIFIC SKILLS

Standard: The child demonstrates scientific skills.

PERFORMANCE INDICATORS

1. **Collects, describes and records information through a variety of means, including discussion, drawings, maps and charts.**

   Snapshot: Kim's preschool class makes a collage of items collected on a fall nature walk. The children show and tell about what they found; the teacher leads a discussion on the changes in nature that happen in the fall.

2. **Makes predictions, explanations and generalizations.**

   Snapshot: Beth looked outside and said, "I see dark clouds, maybe it is going to rain."

3. **Recognizes and solves problems through active exploration.**

   Snapshot: Mark wanted to stick feathers on his collage, but they wouldn't stick to the paste on his paper. He tried tape and then the stapler. He told his friend John that the stapler worked the best to put feathers on the edge, but not in the middle of his picture.

VI. SCIENCE
Domain/Content Area

(C) SCIENTIFIC KNOWLEDGE

Standard: The child acquires scientific knowledge.

PERFORMANCE INDICATORS

1. **Explores the physical properties of objects and materials in the environment.**

   Snapshot: Mary helped her son Jimmy pick out a variety of pumpkins, squash and gourds to bring to school. They talked about how they were the same and different, in color, texture, size, shape and weight.

2. **Explores living things, their life cycles and habitats.**

   Snapshot: Julia enjoys watching the variety of birds that come to the yard. She comments on what the different birds eat. "The robins eat the worms from the garden and the finches like the thistle seeds in the bird feeder."

3. **Demonstrates understanding of properties in the world around them, notices changes and makes predictions.**

   Snapshot: Rick tells the teacher, "The leaves are turning yellow, that means winter is coming soon.

"Young children are natural scientists: they are curious, full of wonder and eager to investigate. Young children do the work of scientists as part of their everyday lives-when they observe their surroundings, test things out and make discoveries. Using all their senses-touch, sight, smell, taste and hearing-to observe and learn about the world around them, they discover relationships of change and growth and cause and effect. This is scientific thinking."

Excerpted from 'Connecting Content, Teaching and Learning'

VII. PHYSICAL HEALTH AND DEVELOPMENT

Domain/Content Area

(A) GROSS MOTOR SKILLS

Standard: The child demonstrates control, balance, strength and coordination in gross motor tasks.

PERFORMANCE INDICATORS

1. Demonstrates basic loco-motor skills.

   Snapshot: Runs, jumps, hops, and gallops.

2. **Uses outdoor gross motor equipment safely and appropriately.**

3. **Shows balance while moving.**

   Snapshot: Jason runs and kicks a soccer ball.

4. **Demonstrates coordination in gross motor activities.**

   Snapshot: Lindsey pedals and steers a tricycle around the circular track.

5. **Demonstrates ball-handling skills.**

   Snapshot: Pam participates in a game of bounce and catch using a large playground ball.

6. **Engages in adaptive physical activities as appropriate.**

VII. PHYSICAL HEALTH AND DEVELOPMENT

Domain/Content Area

(B) FINE MOTOR SKILLS

Standard: The child demonstrates coordination and strength in fine motor tasks.

PERFORMANCE INDICATORS

1. **Demonstrates independence in self-help skills.**

   Snapshot: Sarah cuts her pancake into bite-sized pieces.
   Mark zips his jacket by himself.

2. **Uses a variety of materials to coordinate eye-hand movements.**

   Snapshot: William use glue and paper strips to make a paper chain.

3. **Uses tools for writing and drawing.**

4. **Cuts with scissors.**

   Snapshot: Cindy cuts out several shapes to make a collage.

VII. PHYSICAL HEALTH AND DEVELOPMENT

Domain/Content Area

(C) HEALTH PRACTICES

Standard: The child demonstrates positive health and safety practices.

PERFORMANCE INDICATORS

1. **Demonstrates independence in personal care and self-help skills.**

   Snapshot: After breakfast, Kathy washes her face, combs her hair and brushes her teeth before going out to play.

2. **Follows basic health and safety guidelines.**

3. **Participates actively in games, outdoor play and other forms of exercise to enhance physical fitness.**

"Physical skills are important for future tasks in reading, writing, scientific exploration and math. When children string beads, line up shells or use the zipper on a self-help frame, they are refining their eye-hand coordination, their fine motor skills, and their sense of direction-ality. "

Excerpted from "Connecting Content, Teaching and Learning"
D. Trister Dodge, L. Colter, C. Heroman

VIII. CREATIVE ARTS
Domain/Content Area

Standard: The child will use a variety of art forms as a vehicle for creative expression.

PERFORMANCE INDICATORS

(A) MUSIC AND MOVEMENT

1. Expresses self through movement and dancing.

2. Responds to different patterns of beat and rhythm in music.

3. Participates with increasing interest and enjoyment in a variety of musical activities.

(B) ART

1. Experiments with a variety of musical instruments.

2. Progresses in ability to create representations that are more detailed, creative or realistic.

   Snapshot: Marci draws a picture of herself and her dog next to her house. She adds a rainbow, sun and grass.

3. Experiments with a variety of art media.

(C) DRAMATIC PLAY

1. Participates in a variety of dramatic play activities.

   Snapshot: Joshua enjoys the dramatic play area. He has played the part of a restaurant cook, a dentist and even the "big bad wolf" when the teacher narrated the "Three Little Pigs" story.

2. Shows creativity and imagination in play.

A child learns about his world through play. Use your child's interests and age as a guide- if he doesn't want to play with a toy, it won't teach him anything, so you don't need to buy something because it is labeled "educational." Toy people are good for dramatic play activities, as are handmade sock puppets. Involve children in activities you do around your home. When you cook, let your child help read the recipe and stir ingredients. When you fold laundry, talk with your child about the size, shapes and colors or the clothing.

Excerpted from "Connecting Content, Teaching and Learning"

WYOMING
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Judy Catchpole
State Superintendent

Annette Bohling, J.D.
Deputy Superintendent

Debbie Jourgensen
Executive Secretary

September 23, 2002

Judy Catchpole
State Superintendent of Public Instruction
2300 Capitol Ave, 2nd Floor
Hathaway Building
Cheyenne, Wyoming 82002-0050

Dear Judy,

On behalf of the Wyoming State Board of Education, I am pleased to offer our endorsement of the Wyoming Early Childhood Readiness Standards.

Quality early childhood programs are proven to be the most effective intervention for young children who are at risk of school failure. The Wyoming Early Childhood Readiness Standards provide the framework teachers and program providers need to design developmentally appropriate curriculum and learning experiences for young children. The standards support early literacy-based practices, which provide young learners with the experiences they need to be successful in kindergarten. Just as the districts are held accountable for the education of public school children, so should preschool programs be held accountable for preparing young children for public school. The standards provide this vehicle for accountability.

The Wyoming State Board of Education supports the implementation of the Early Childhood Readiness Standards by preschools, Headstart, TANF-funded preschools and other providers of early childhood programs. We applaud the interagency collaboration that went into the development of these standards and remain committed in support of these efforts to improve results for all of Wyoming's preschool population.

Sincerely,

John Ehlers

John Ehlers
Chairman

JE:dkj

Wyoming
Early Childhood
Development
Council

September 26, 2002

Judy Catchpole
Superintendent of Public Instruction
2300 Capitol Avenue, 2nd Floor
Cheyenne, Wyoming 82002-0050

Dear Judy,

On behalf of the Governor's Early Childhood Development Council, it gives me great pleasure to send this letter of endorsement for the new Wyoming Early Childhood Readiness Standards.

Research has shown that quality early care and education is one of the most effective ways to intervene and help young children succeed in school and in life.

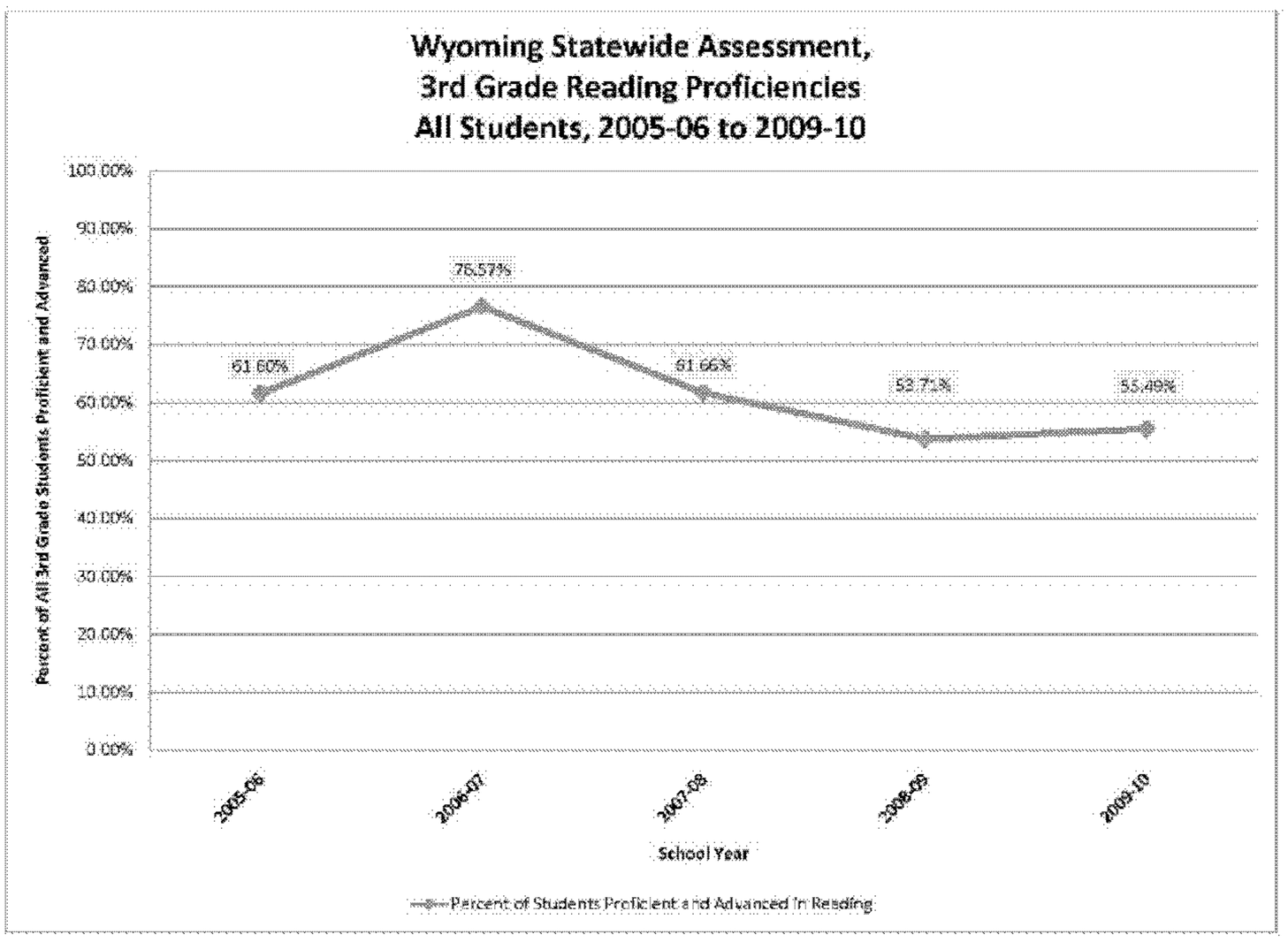
These new standards will be a powerful tool for parents and providers. The Council believes that having standards will help all educators in the state as they work to develop curriculum to standards to assure positive outcomes for all children.

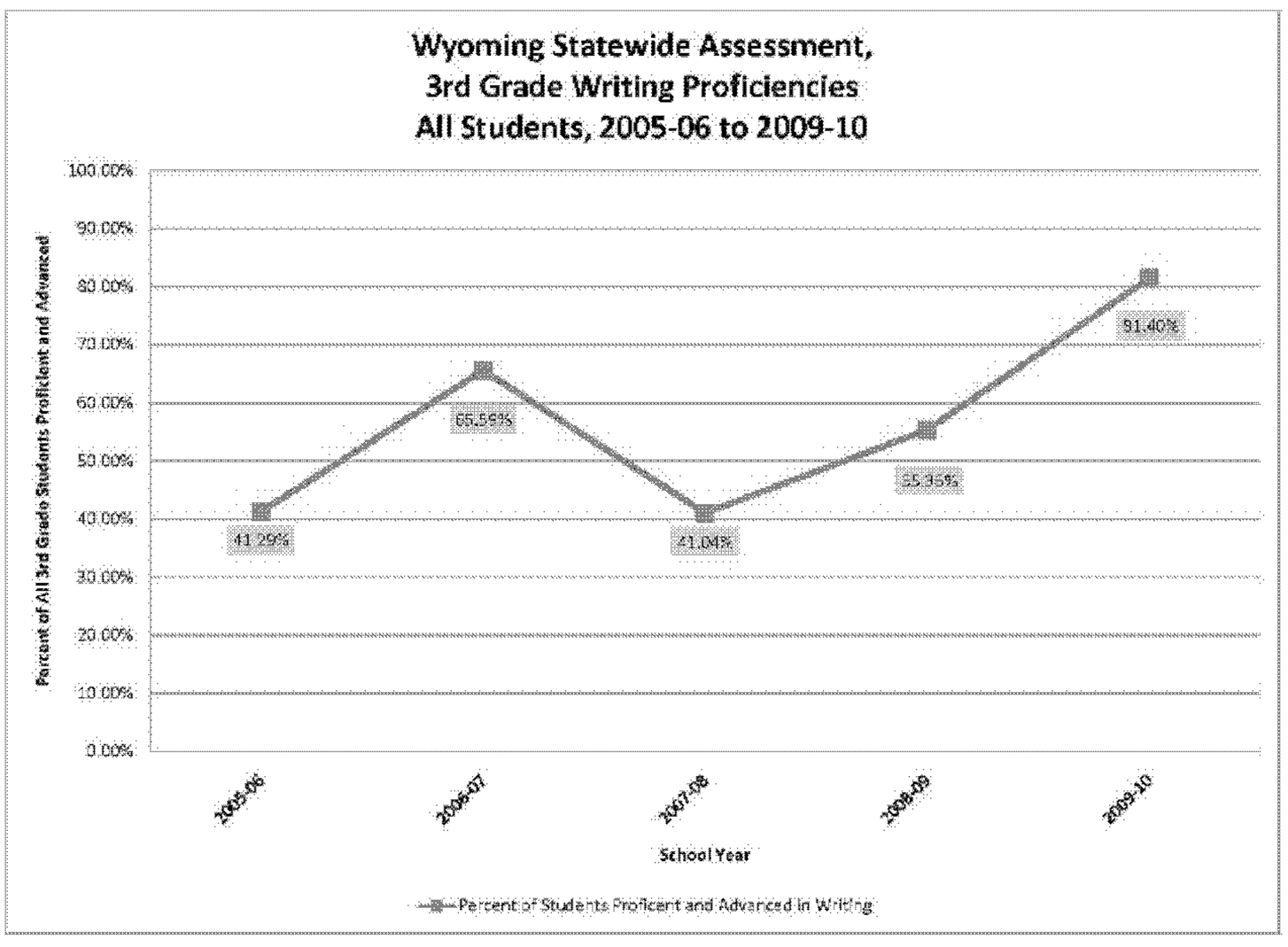
The Wyoming Early Childhood Development Council hopes to see great improvements in children being ready to learn when they enter school because of this articulate document which will help the children and families and early care and education providers in Wyoming. Thank you for your support in these efforts to improve results for all children.

Sincerely,

Christine E. Frude

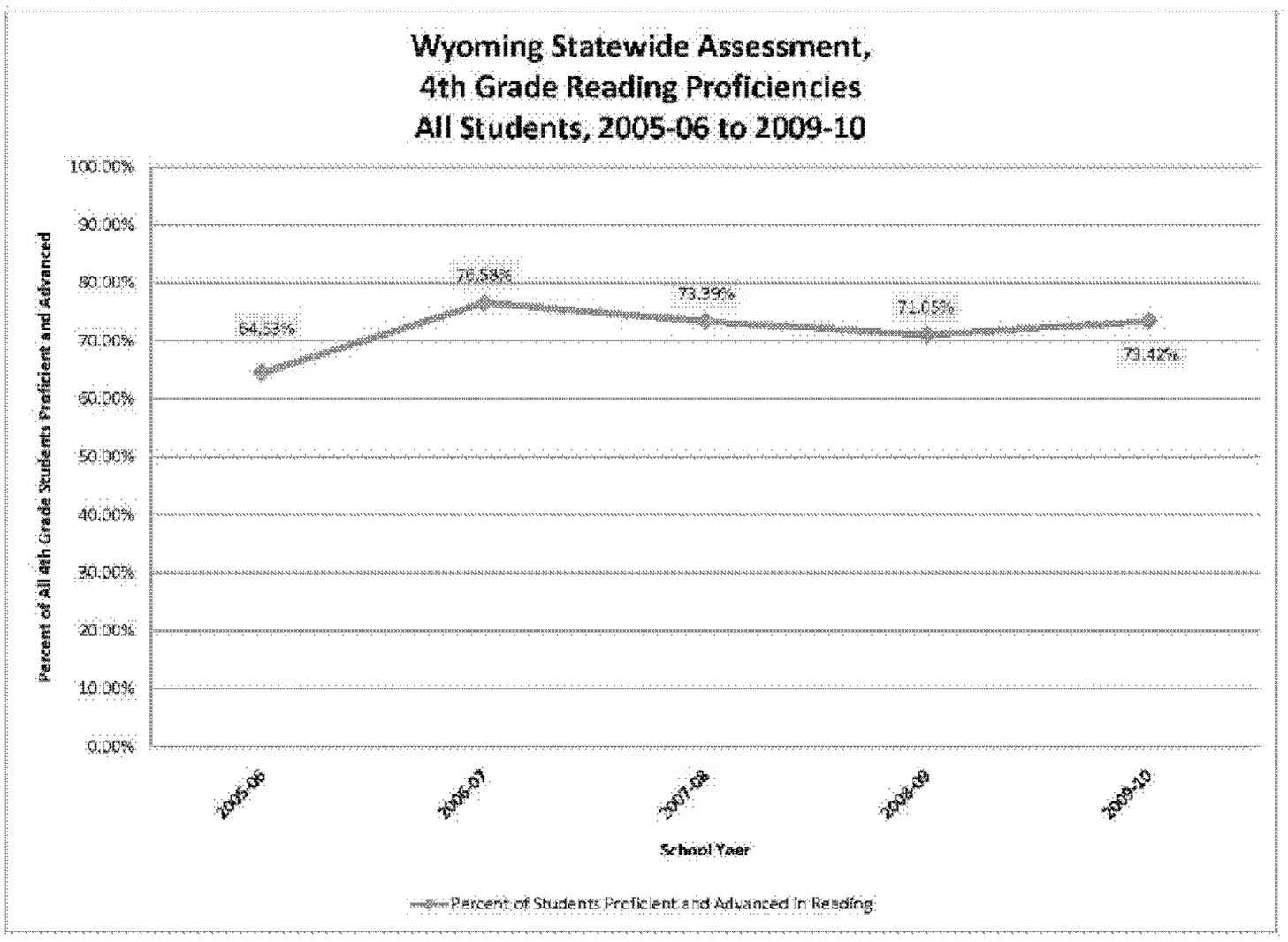
Christine E. Frude
Chair
Wyoming Early Childhood Development Council

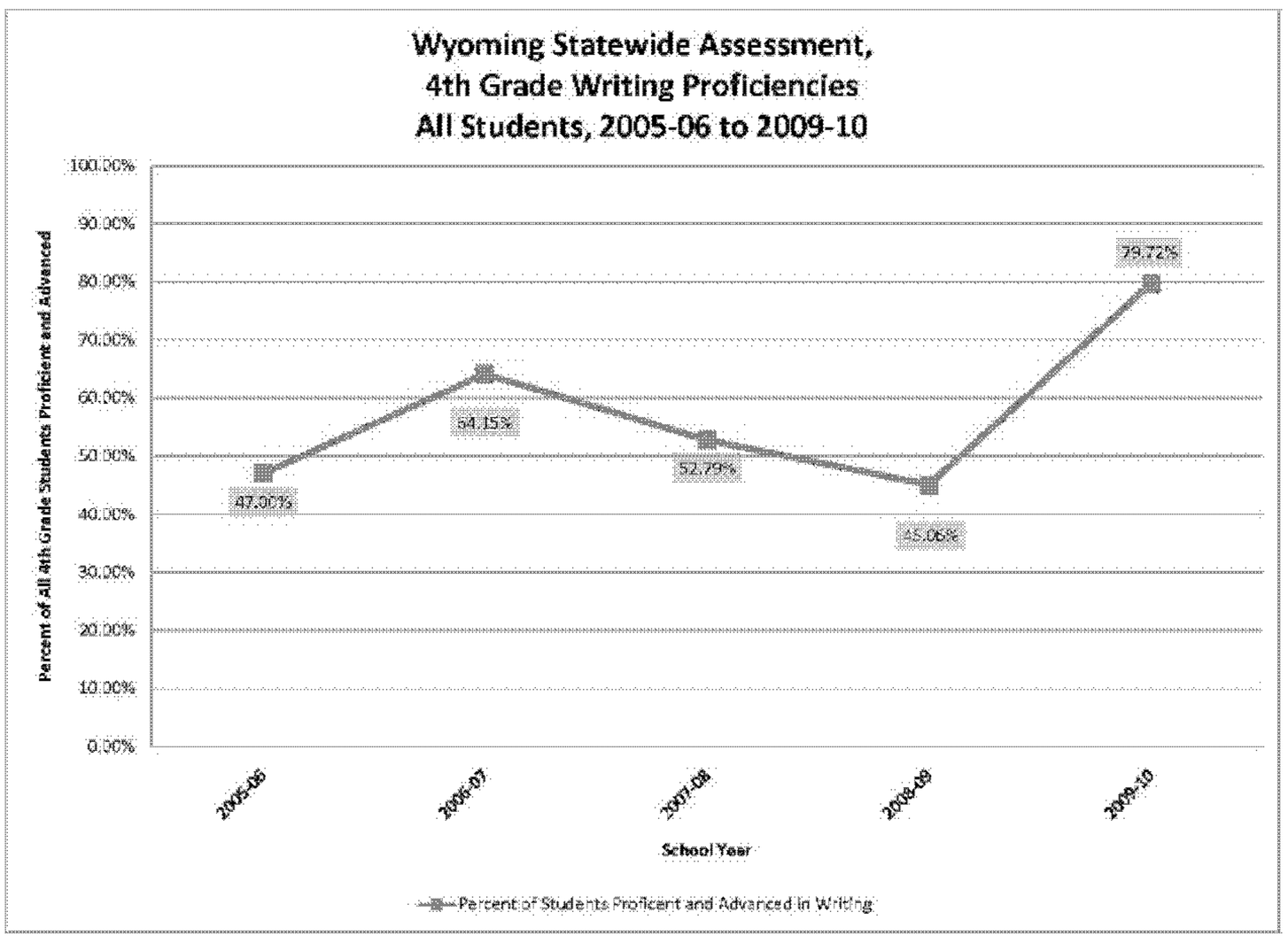




In the 2006-07 school year there were two PAWS administrations that allowed banking and combining of scores at the subtest level which may have increased scores for this school year.

The Wyoming Department of Education recognizes that some individual student performances may have been adversely affected by the administration irregularities of the 2010 PAWS. Thus, it is recommended to interpret PAWS scores of these individual students and groups of students with caution; if an individual test result is not consistent with other known information about a student's achievement level, the other information should take higher priority in judging the student.





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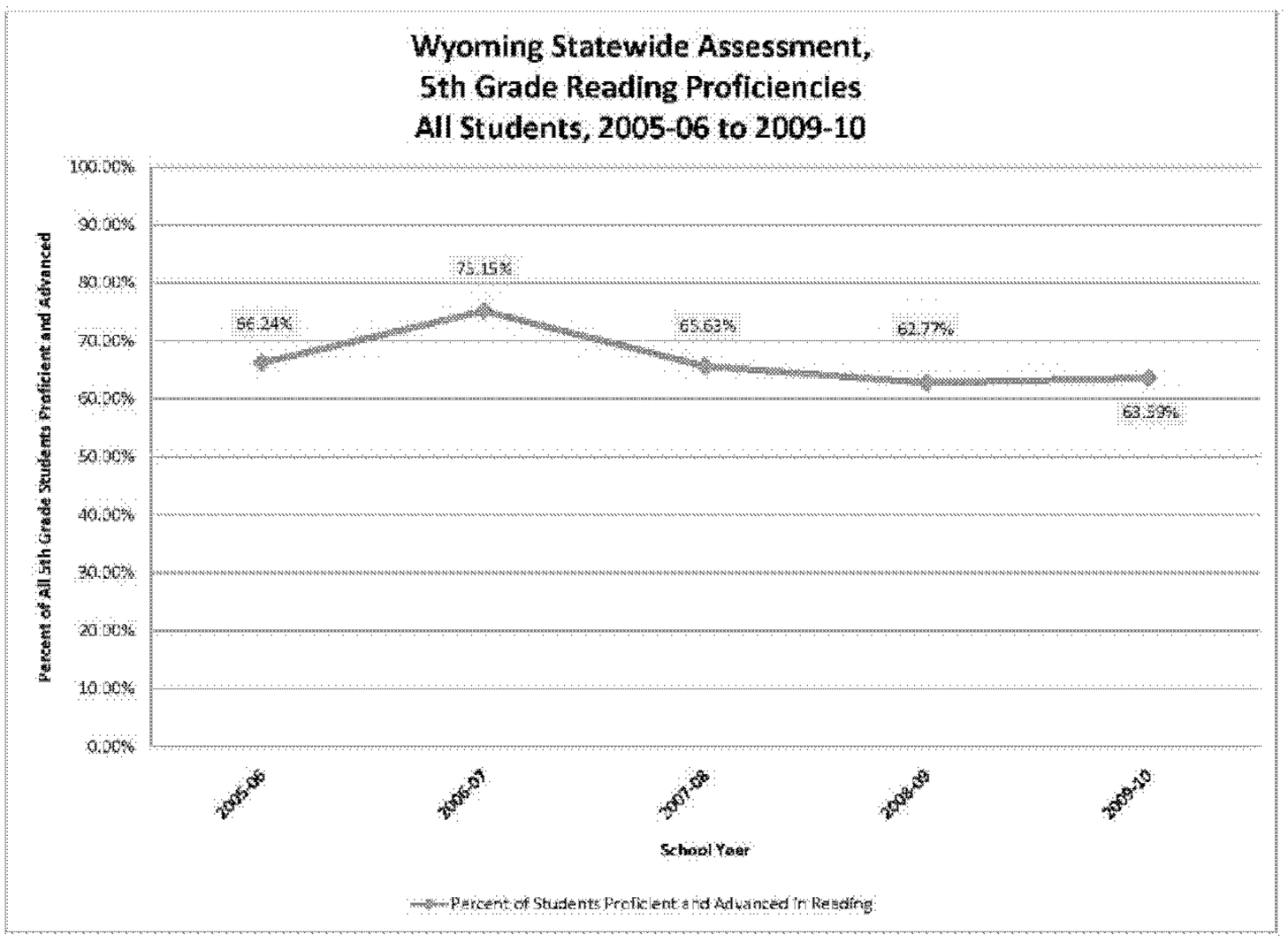

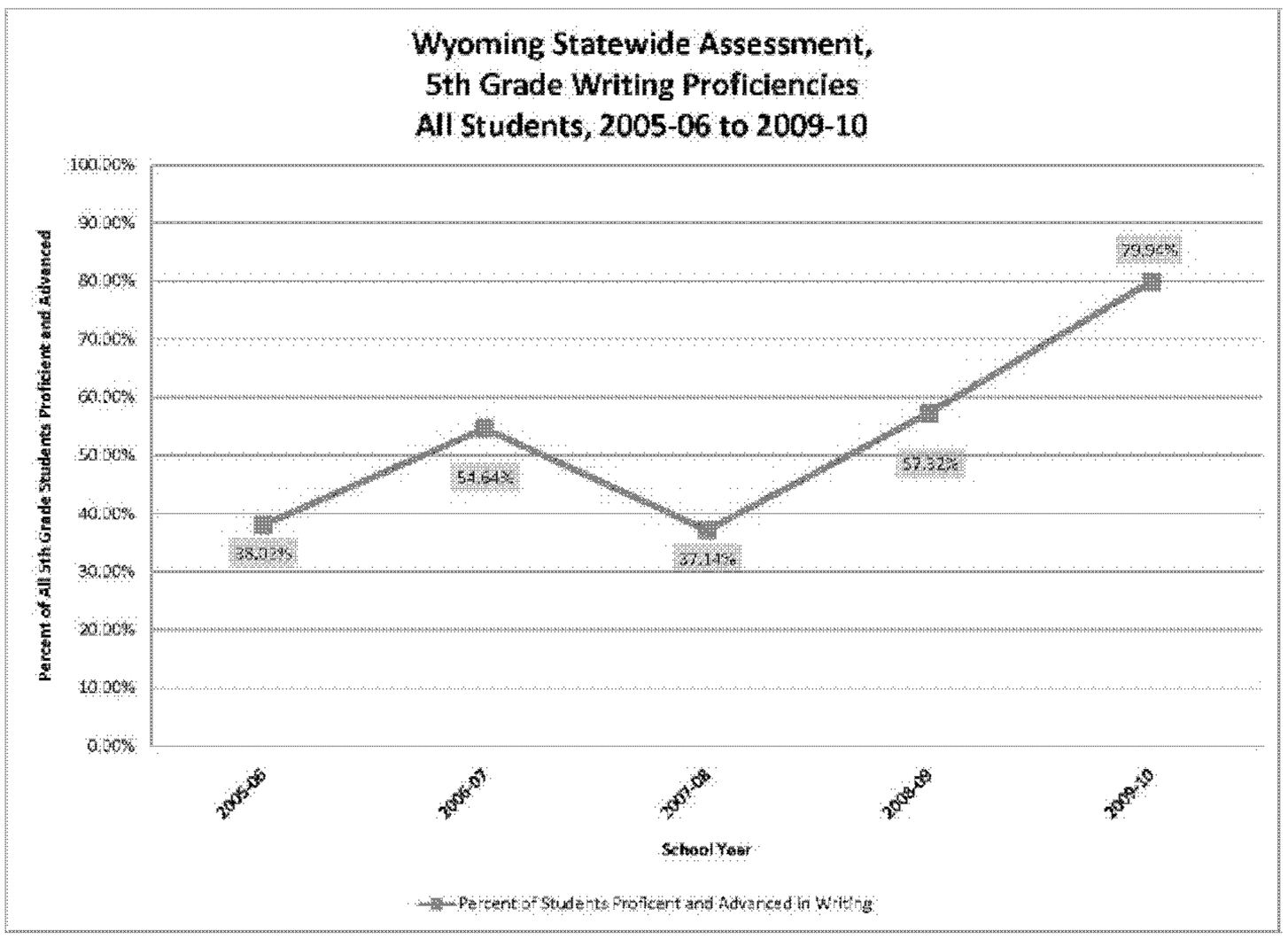

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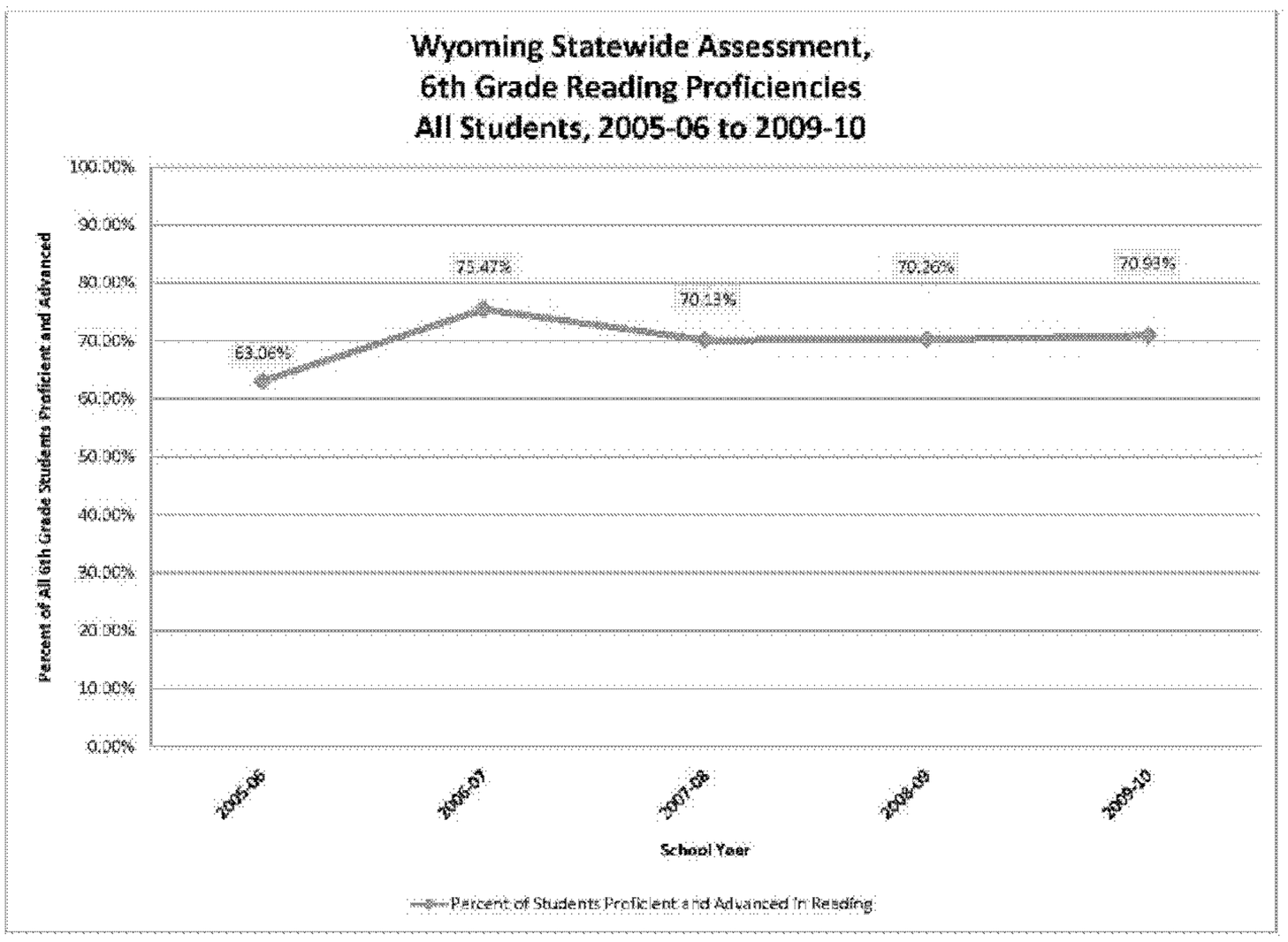

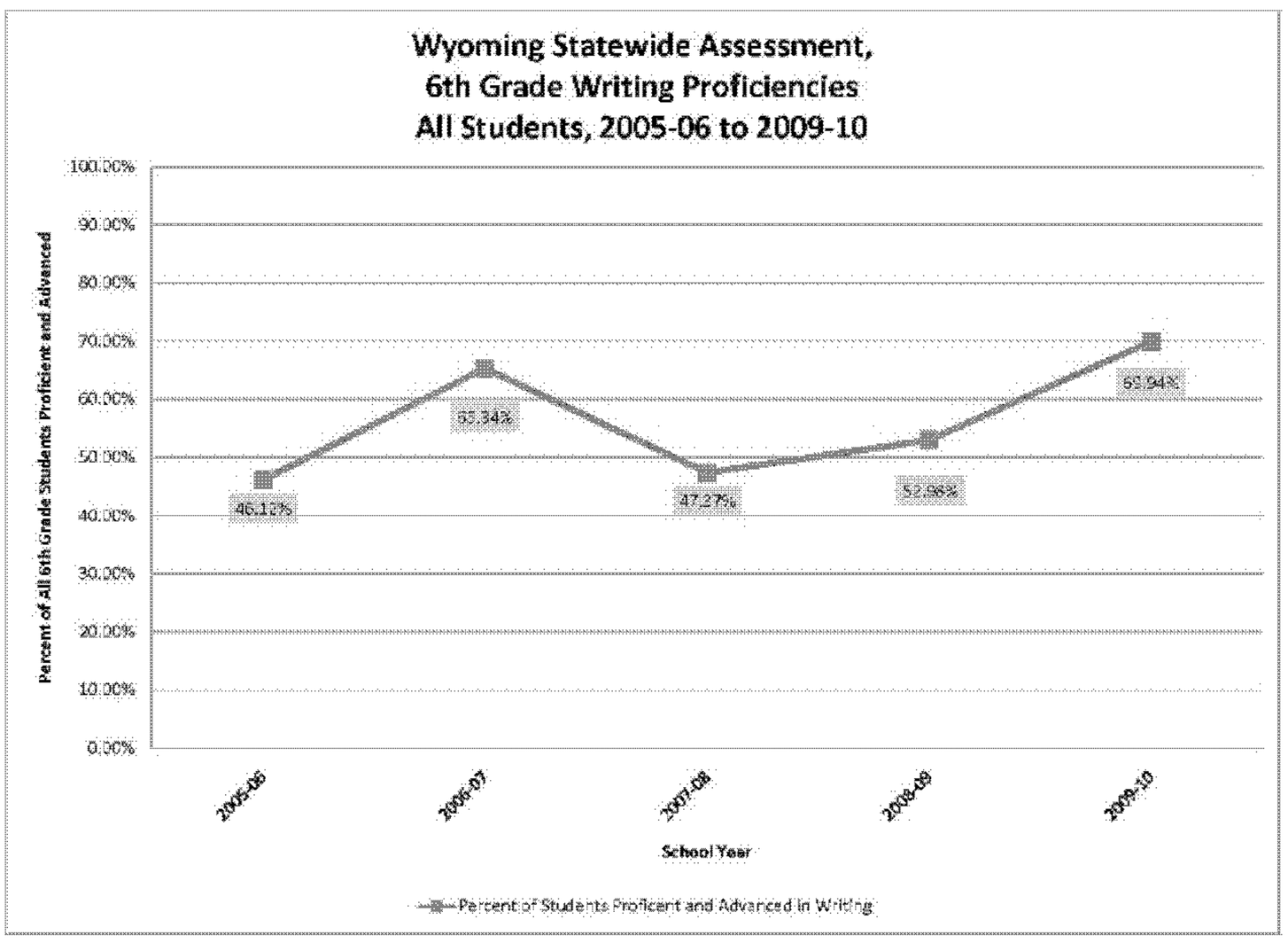

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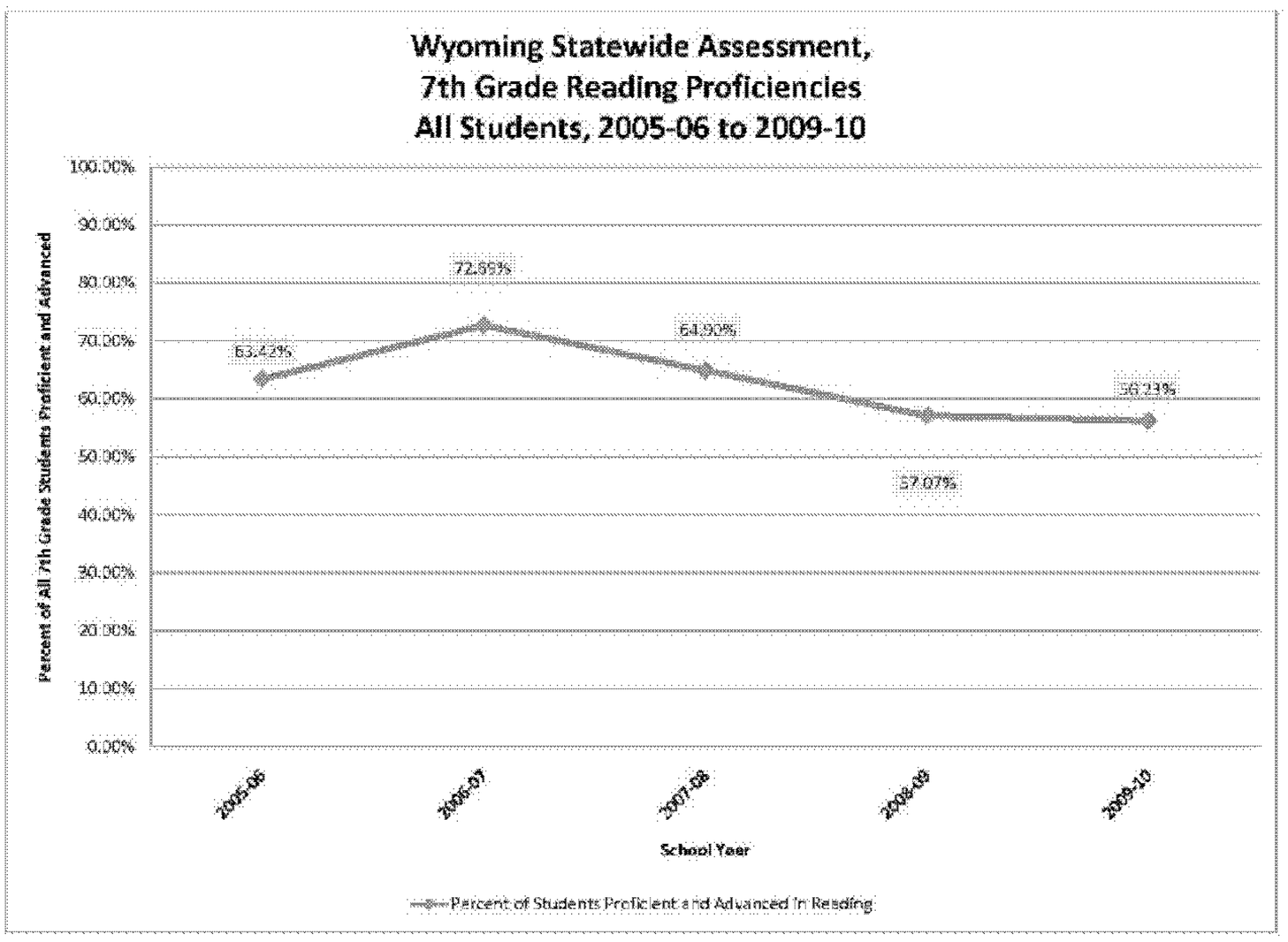

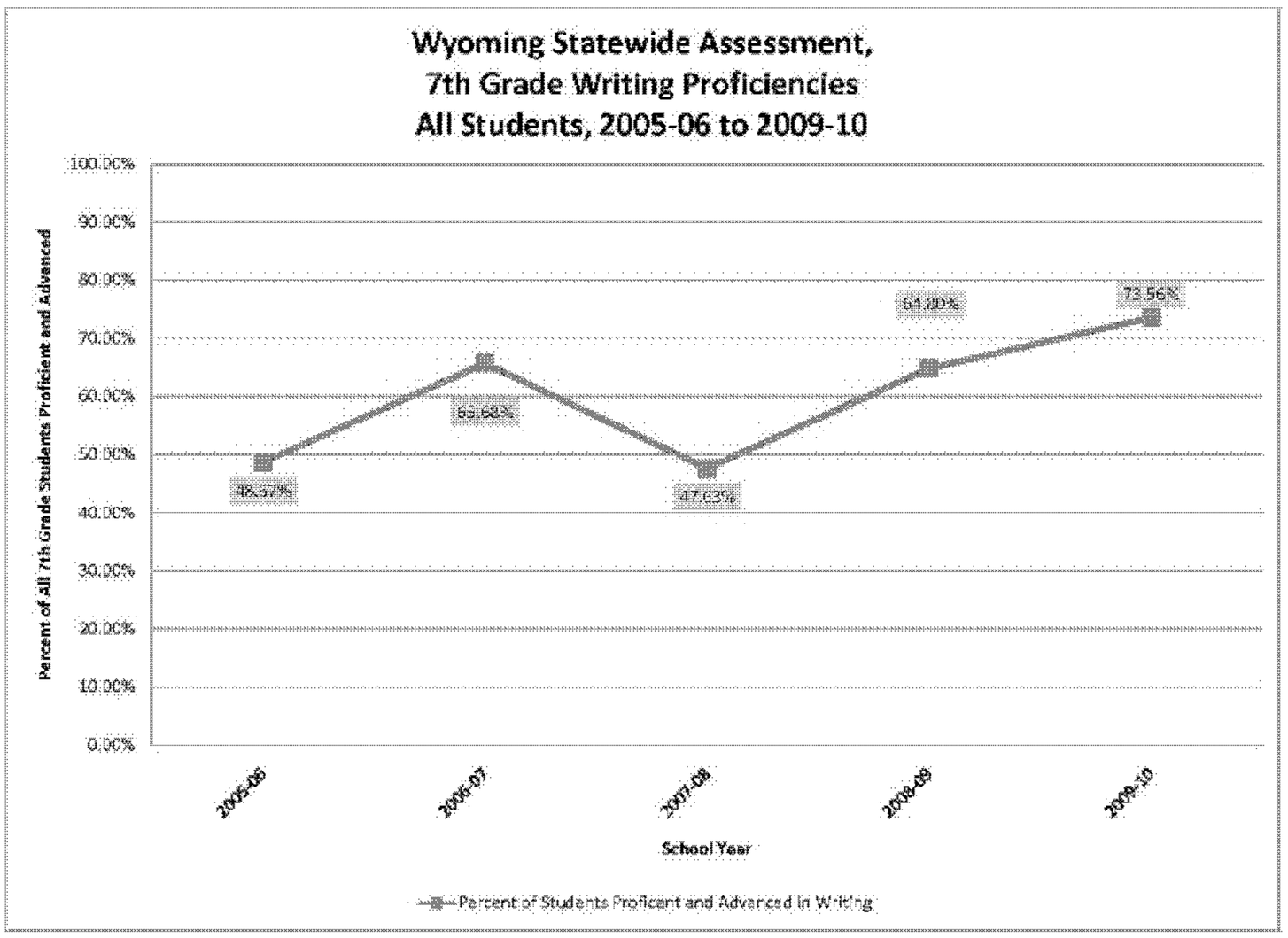

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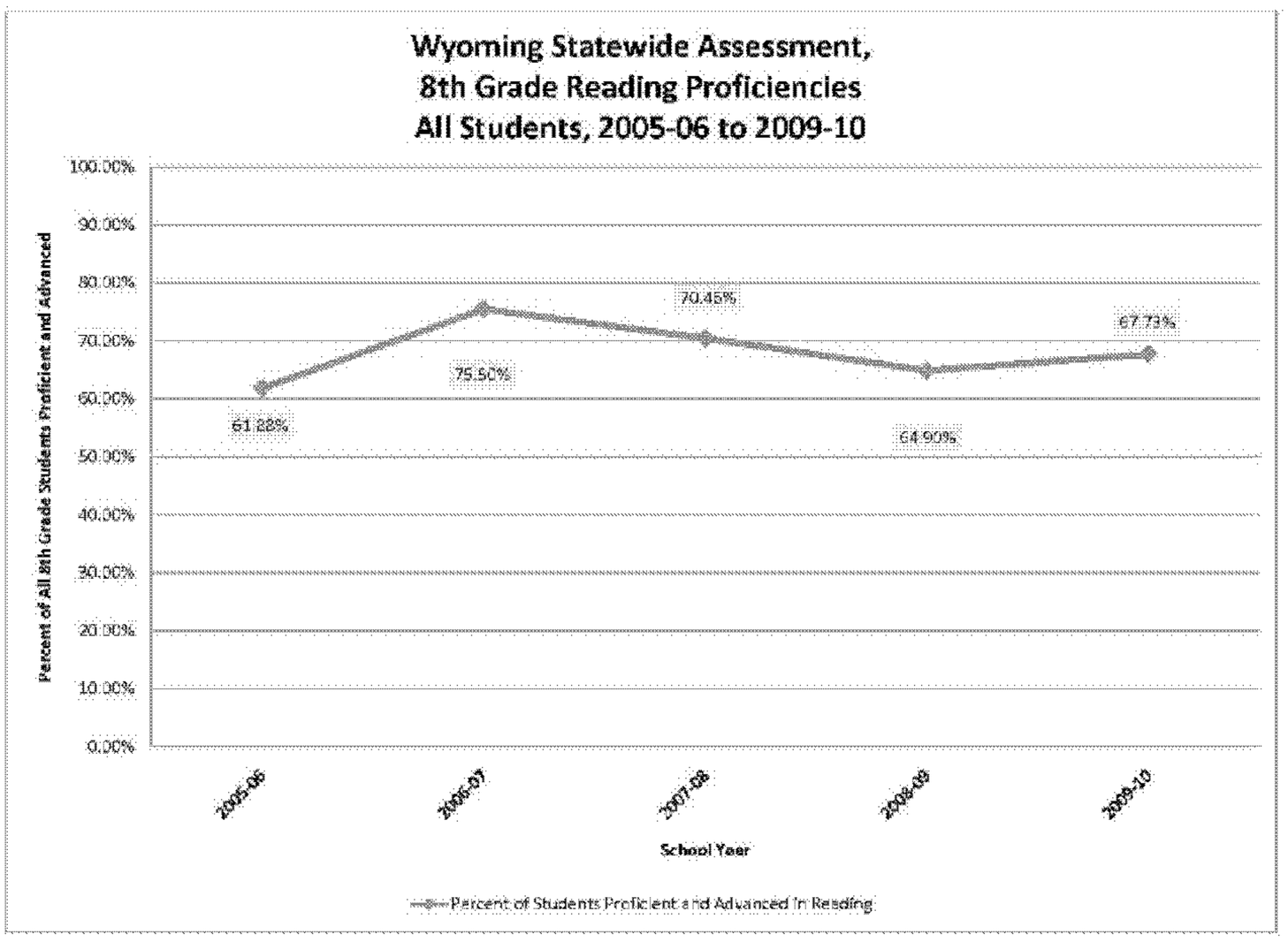

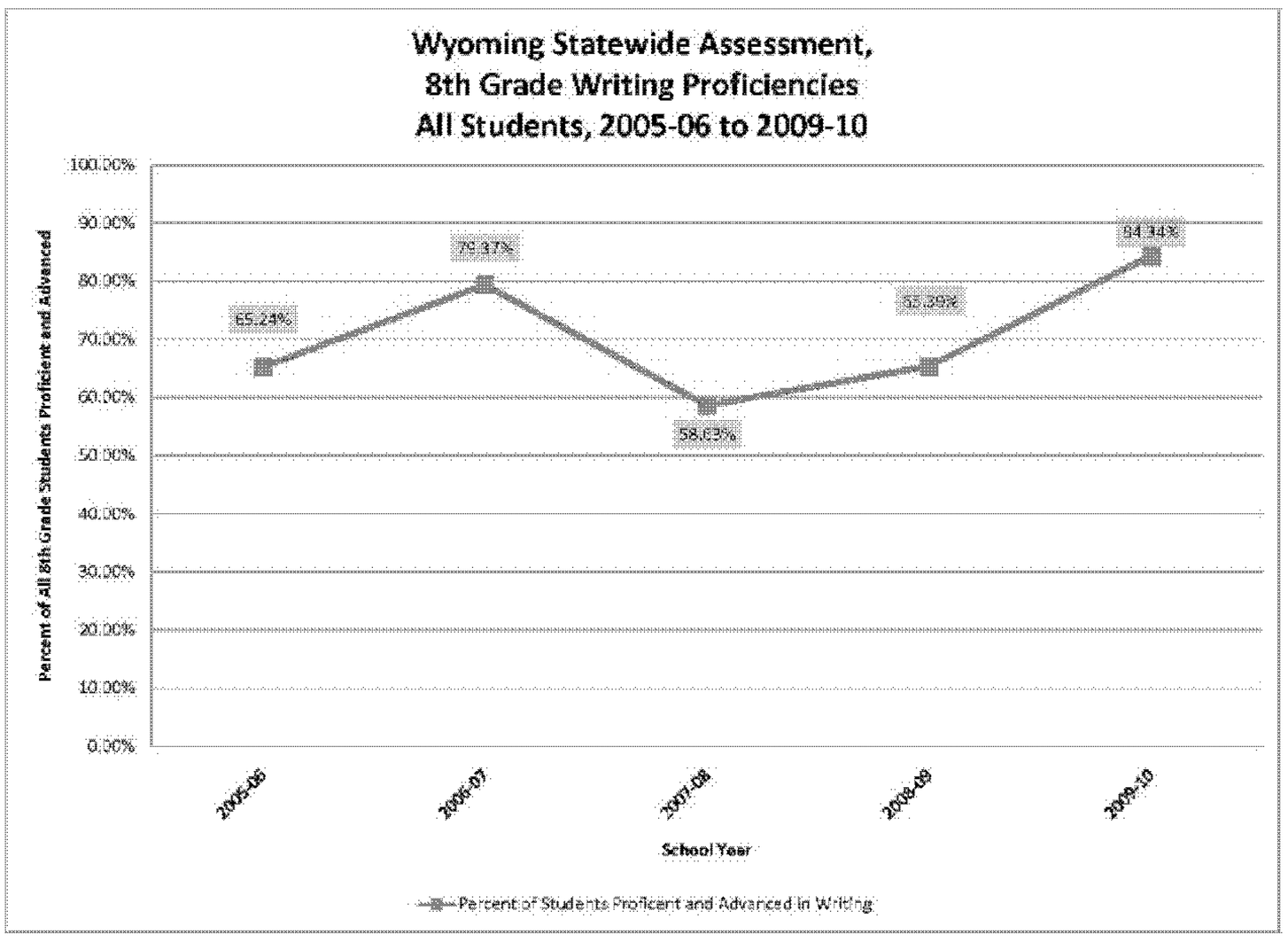

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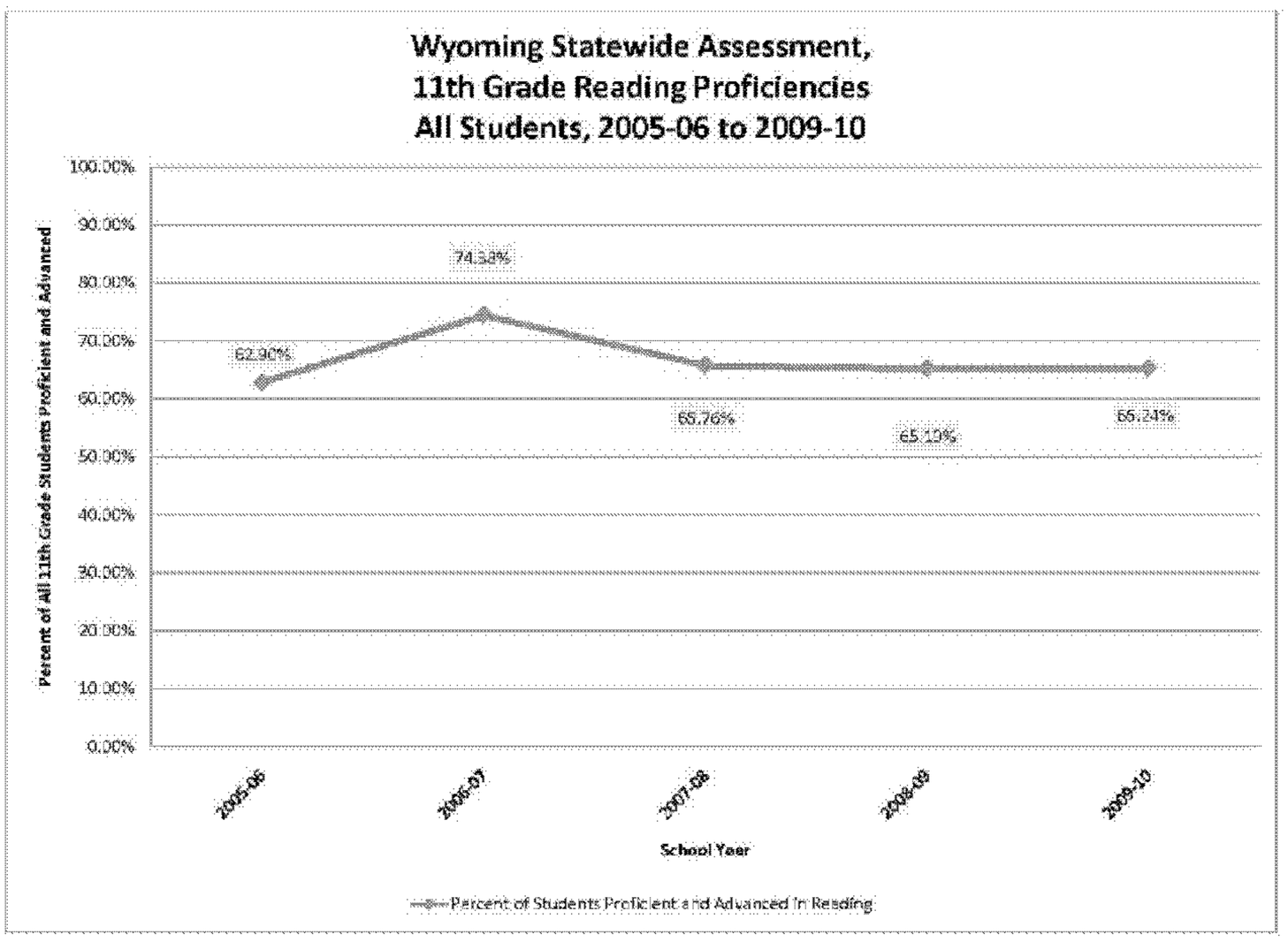

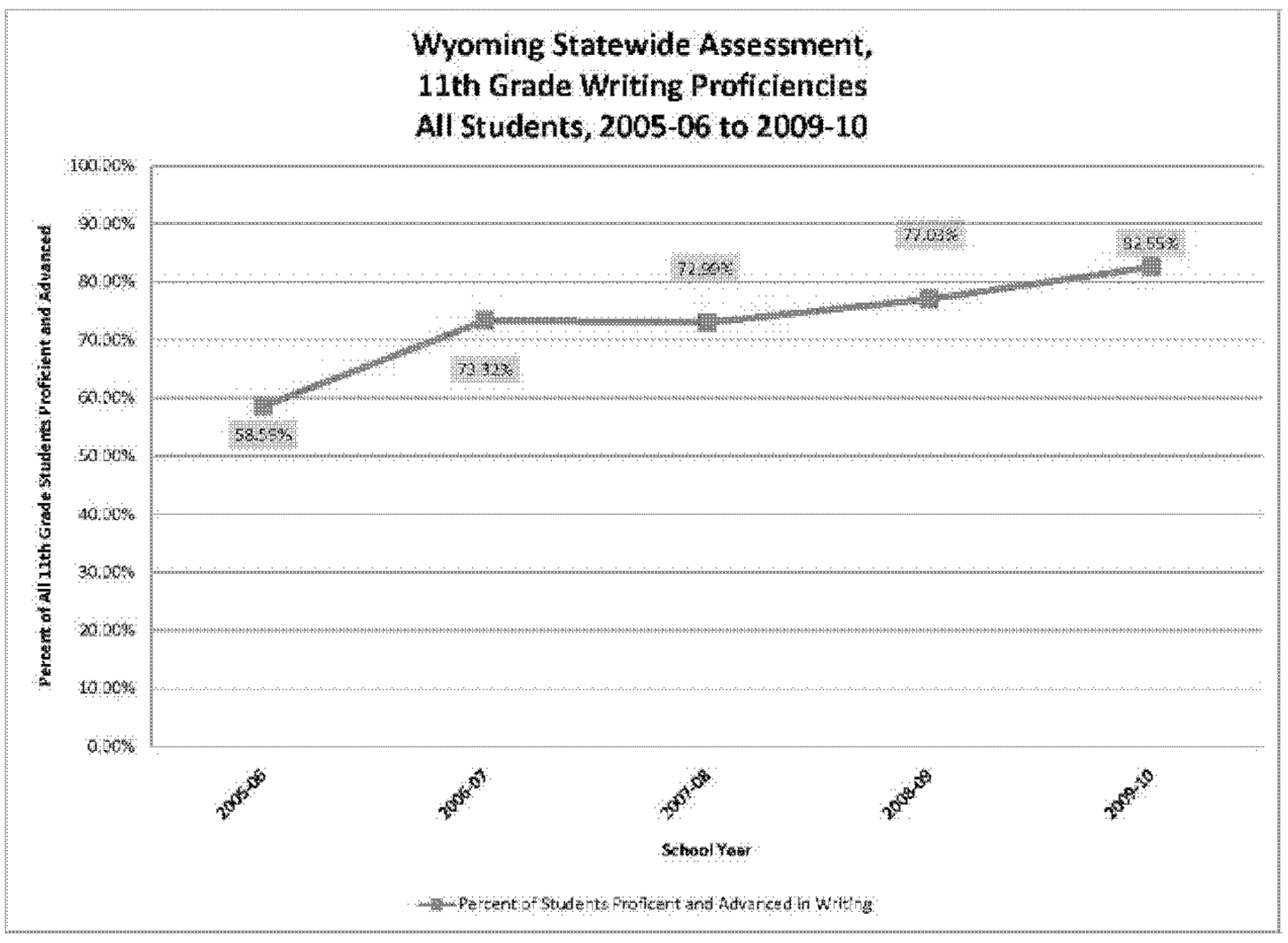

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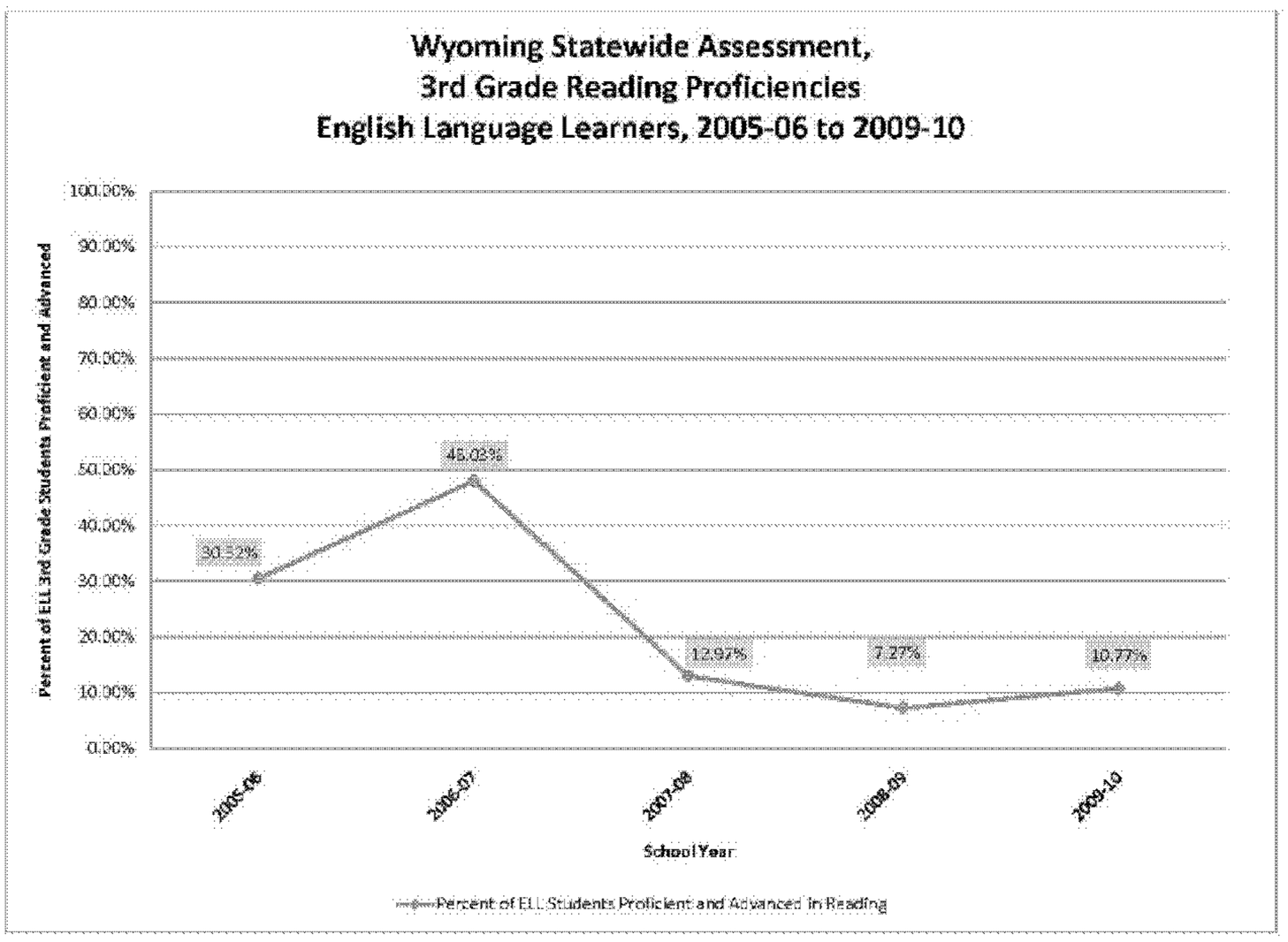

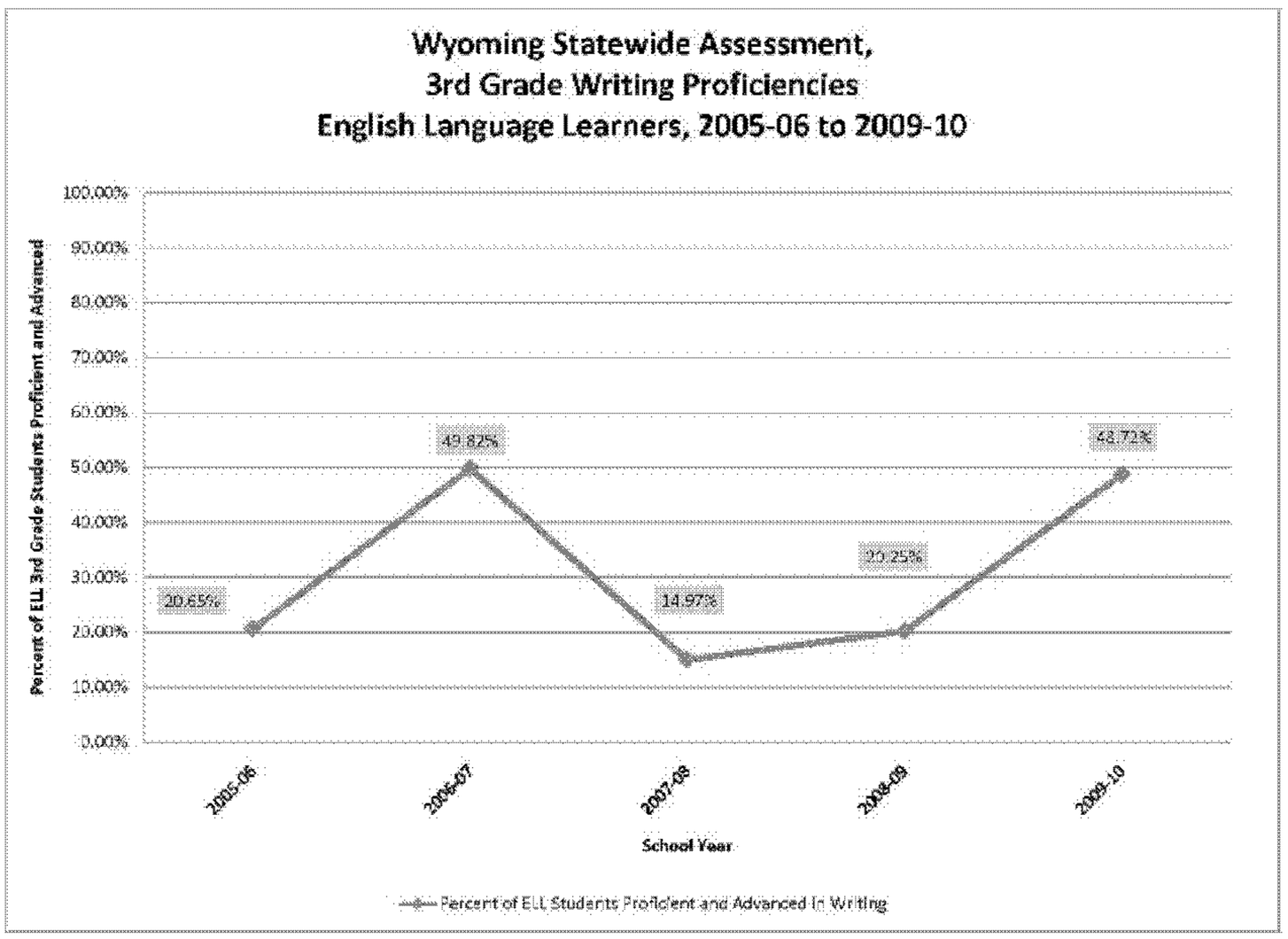

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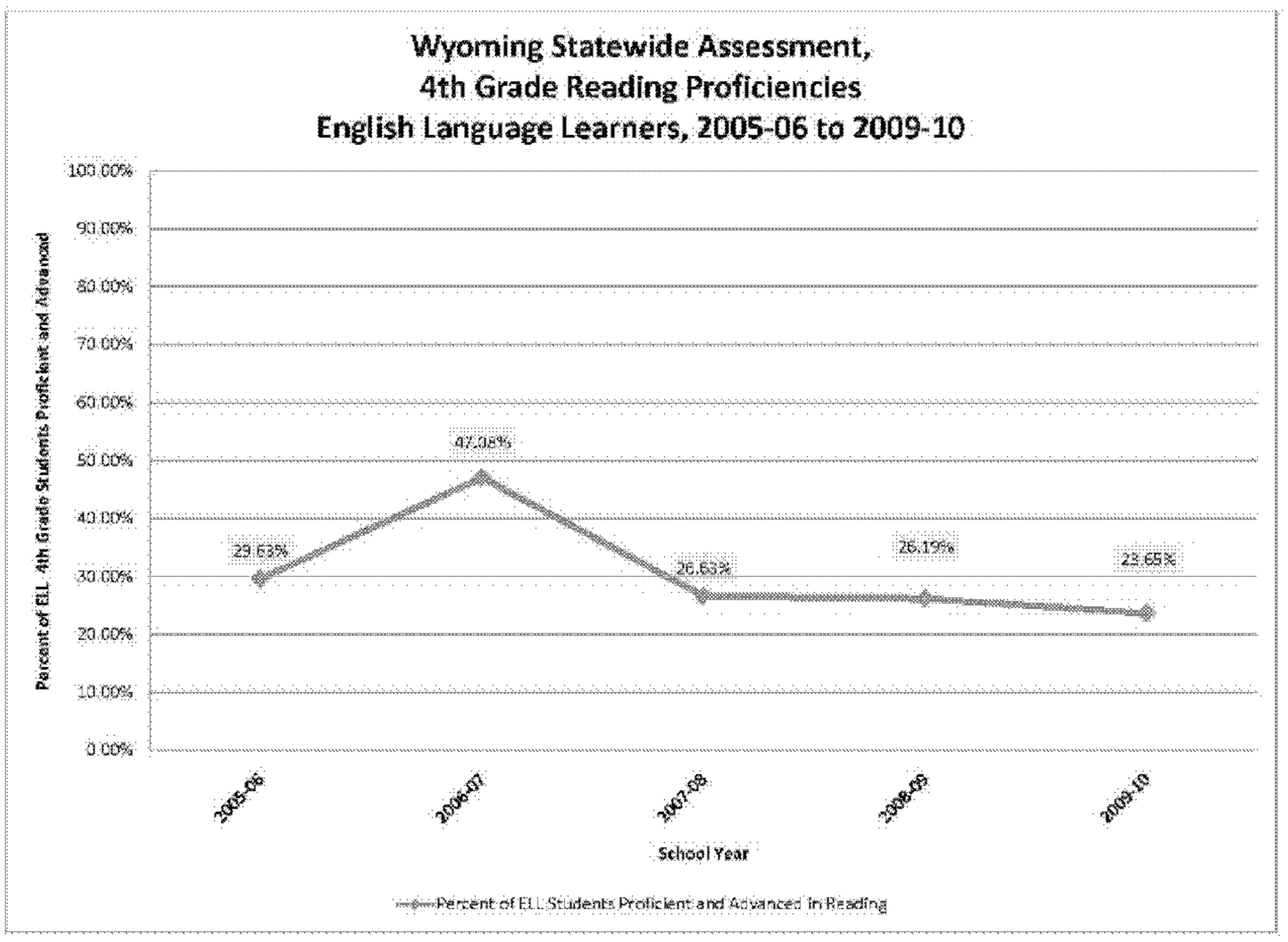

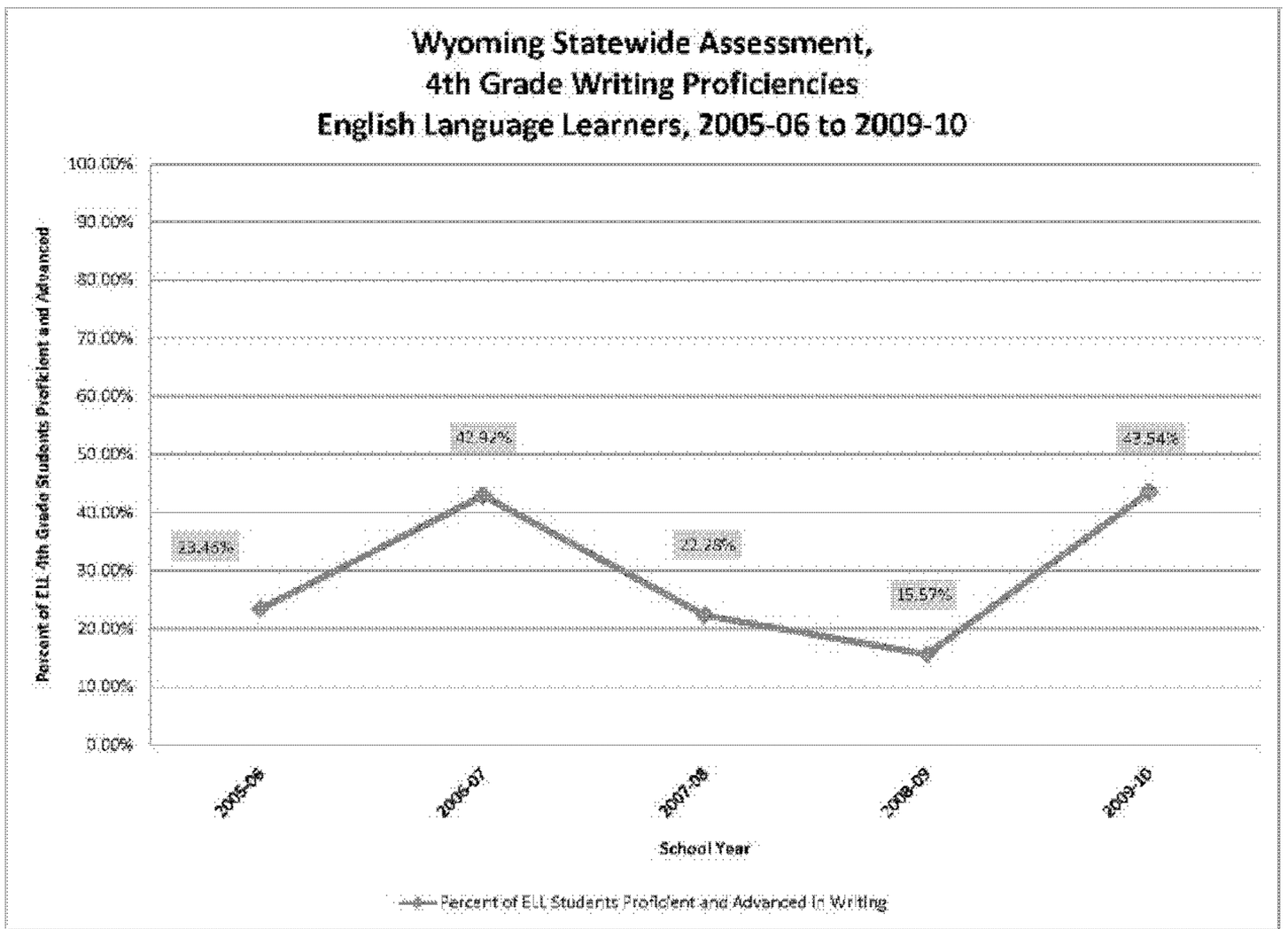

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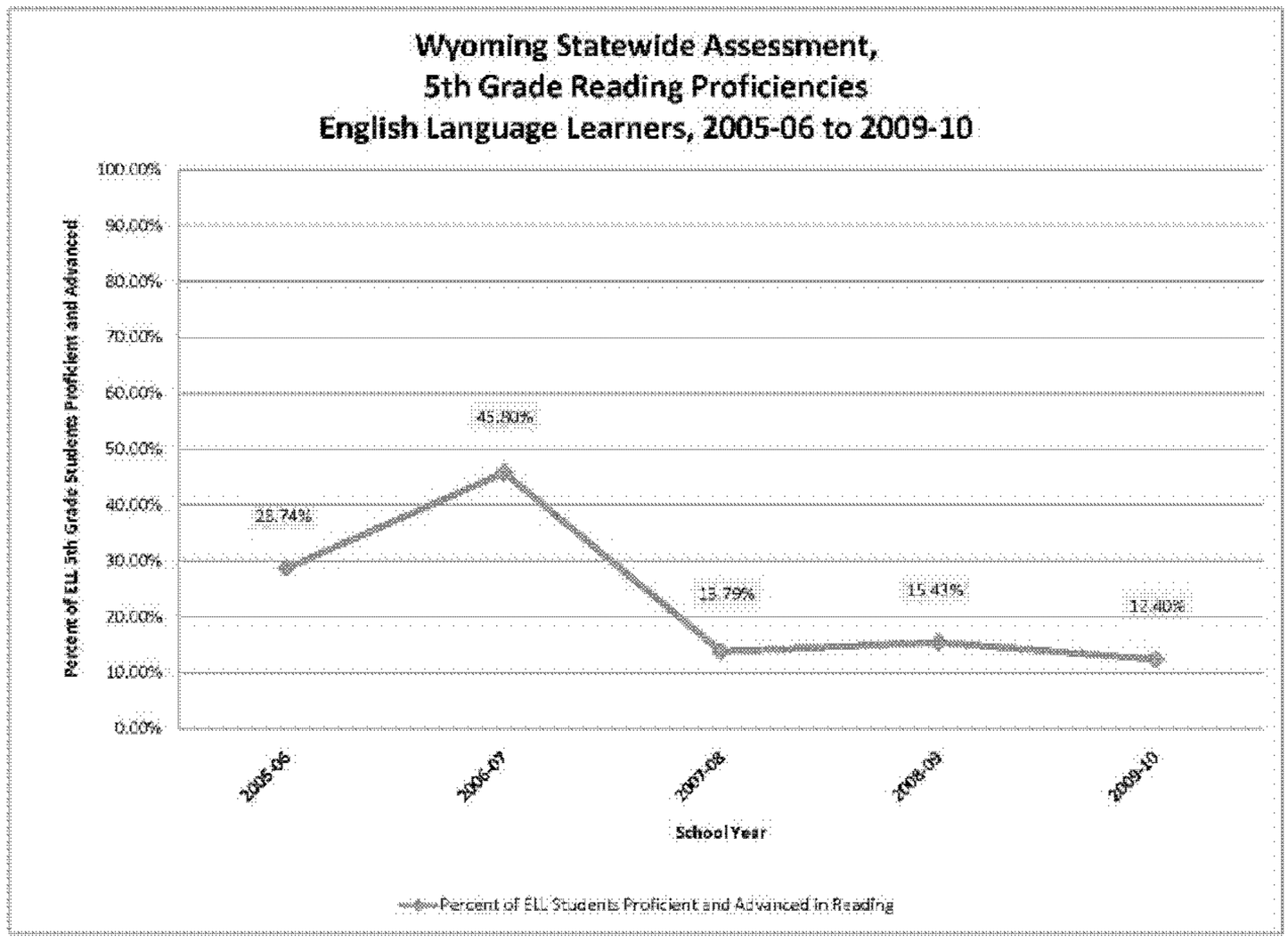

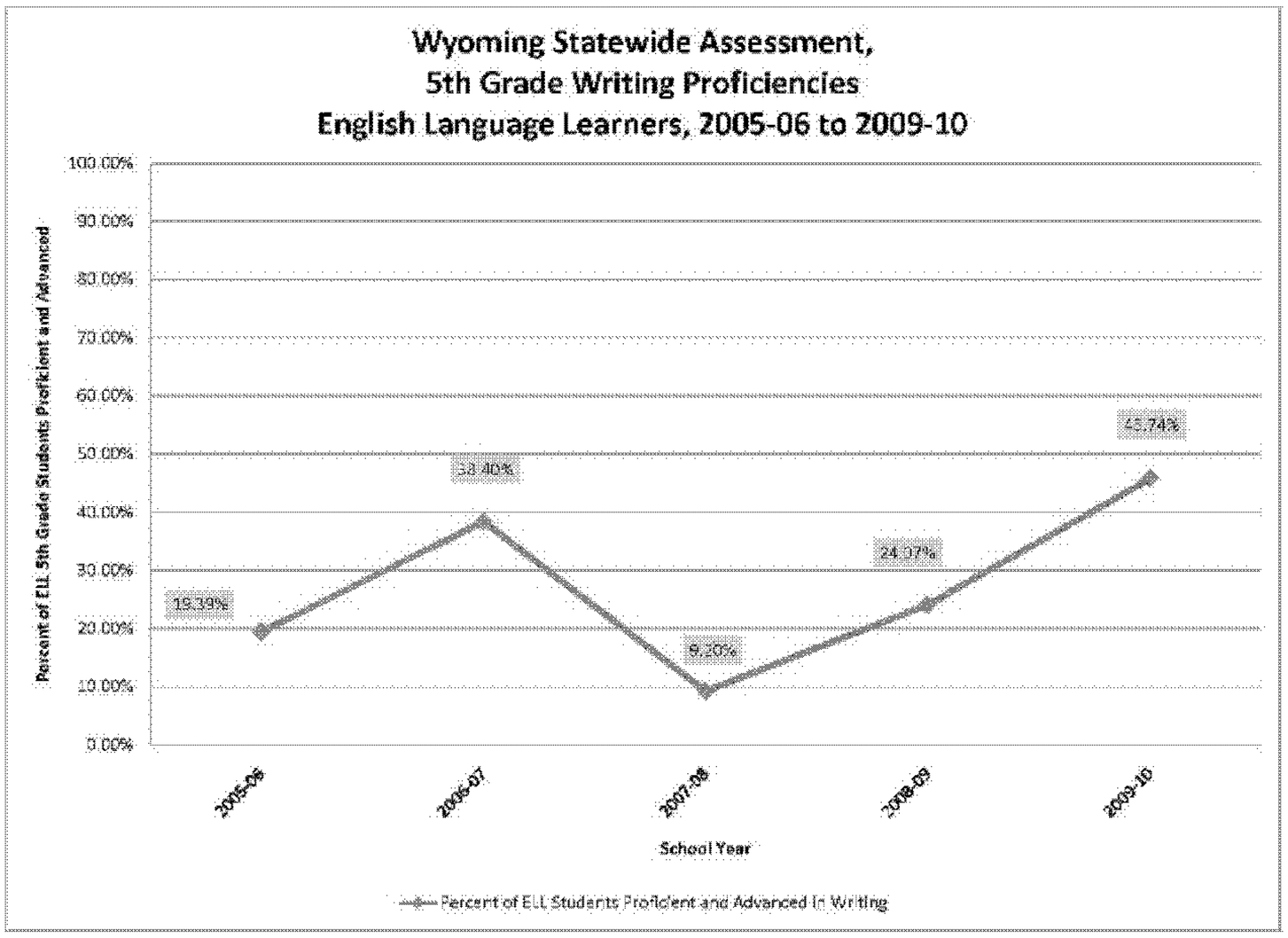

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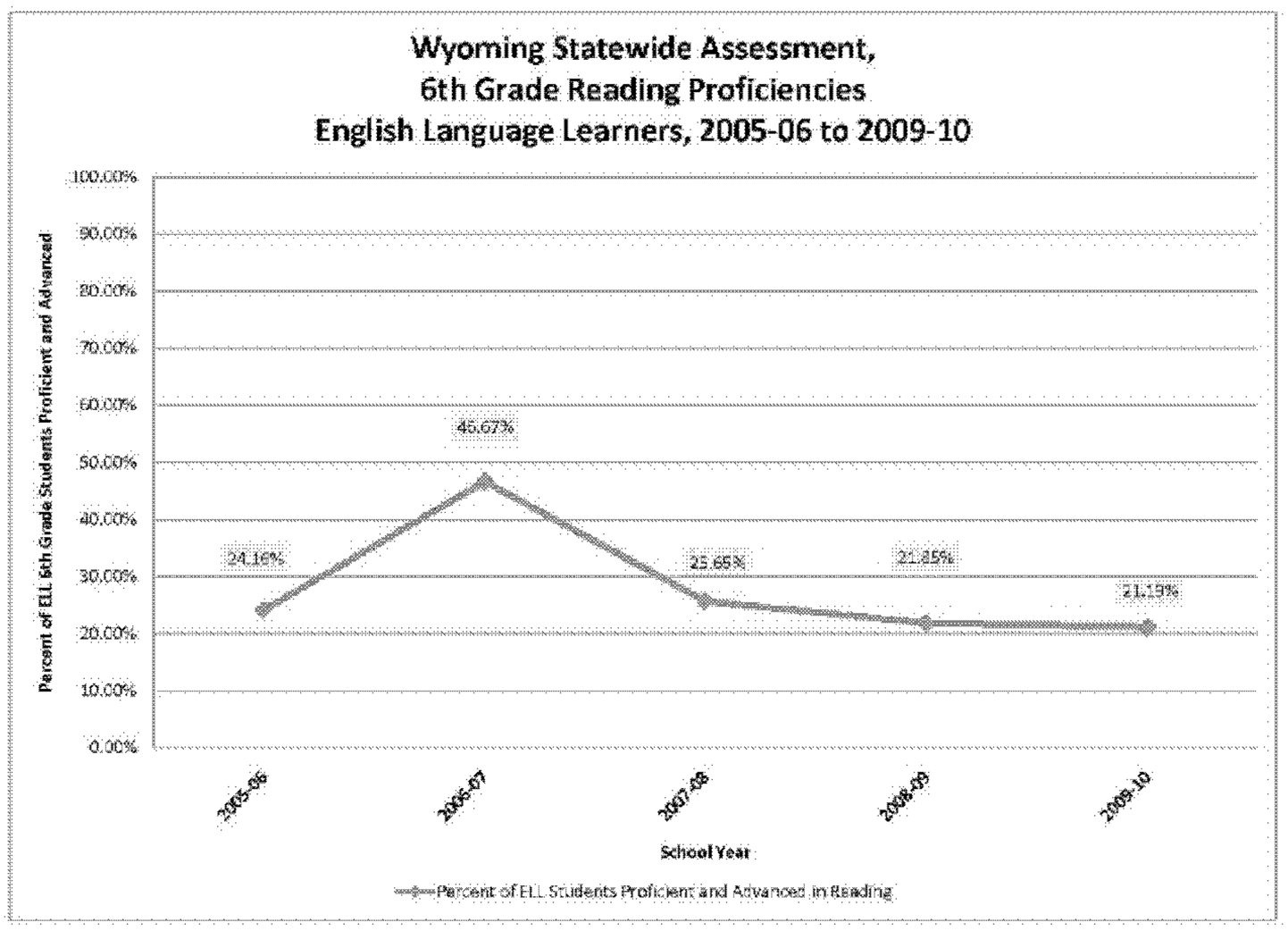

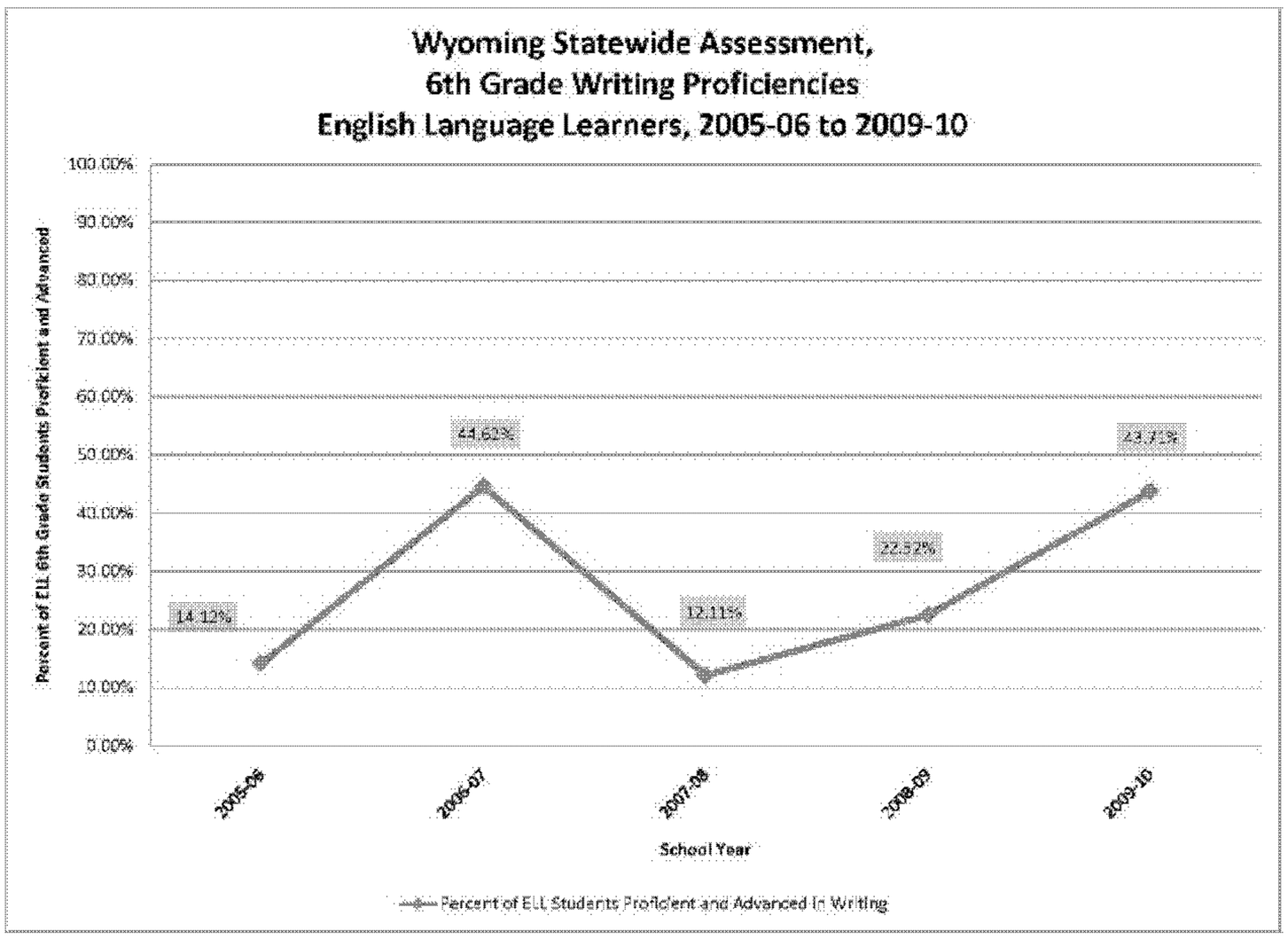

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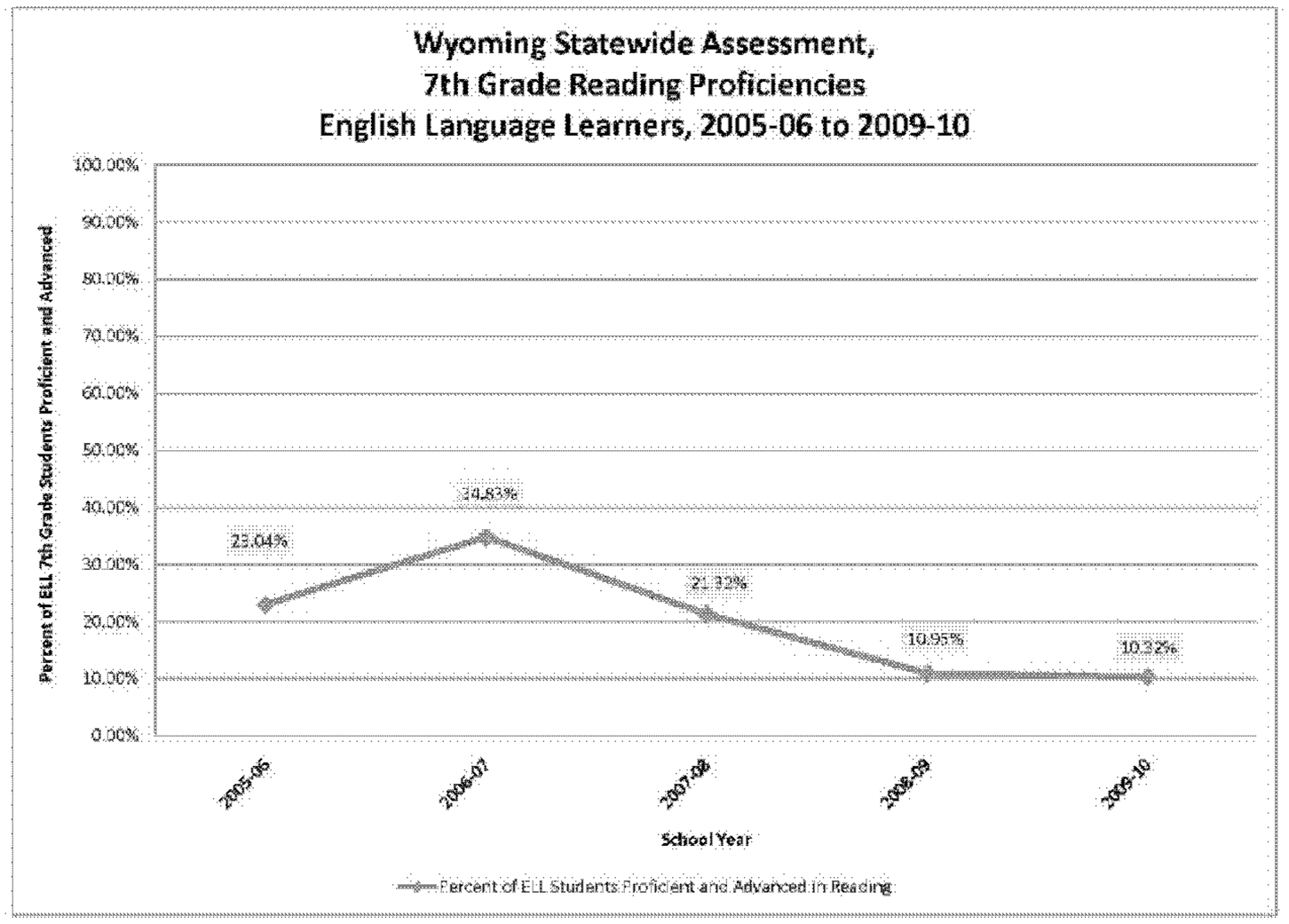

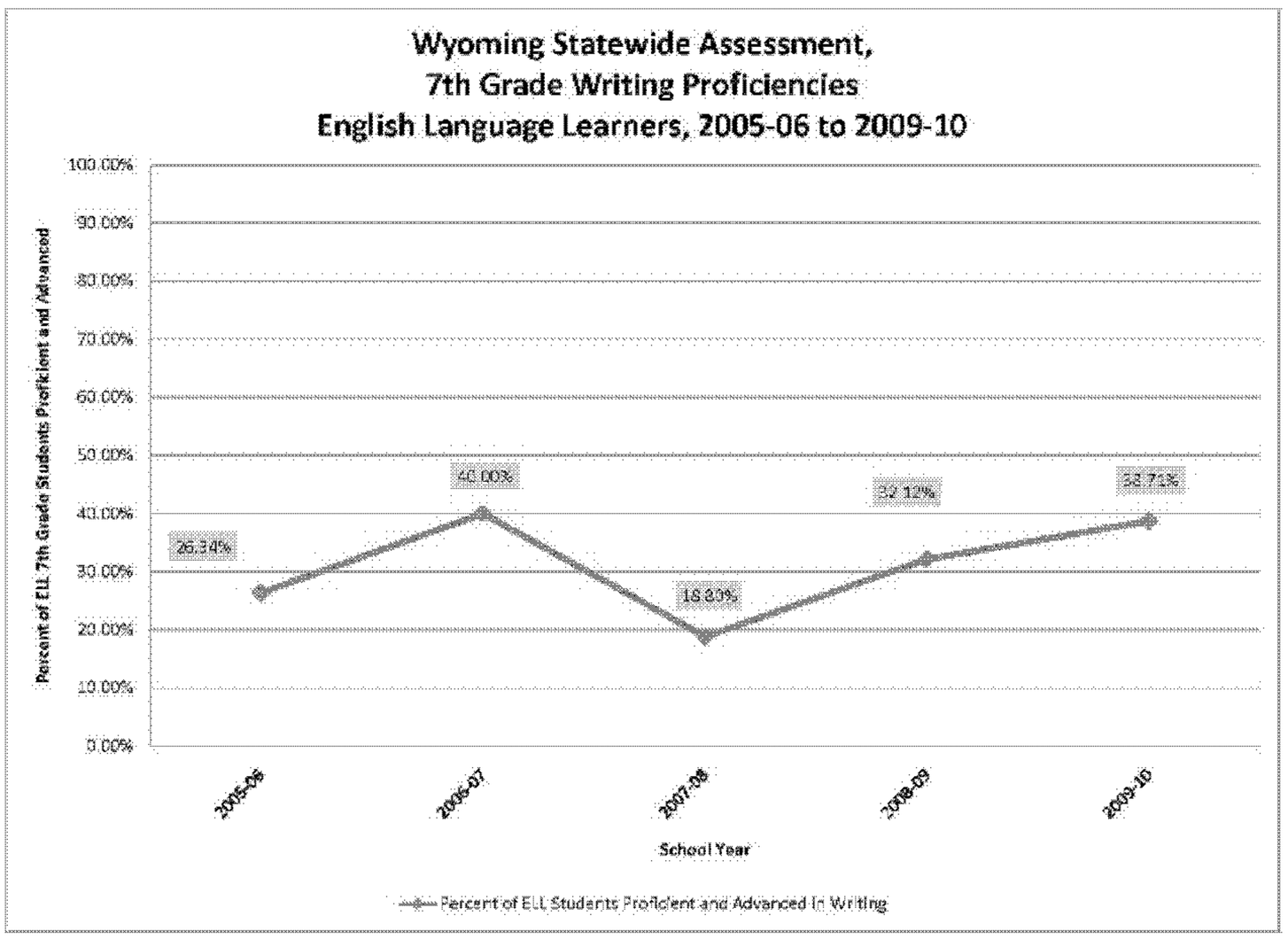

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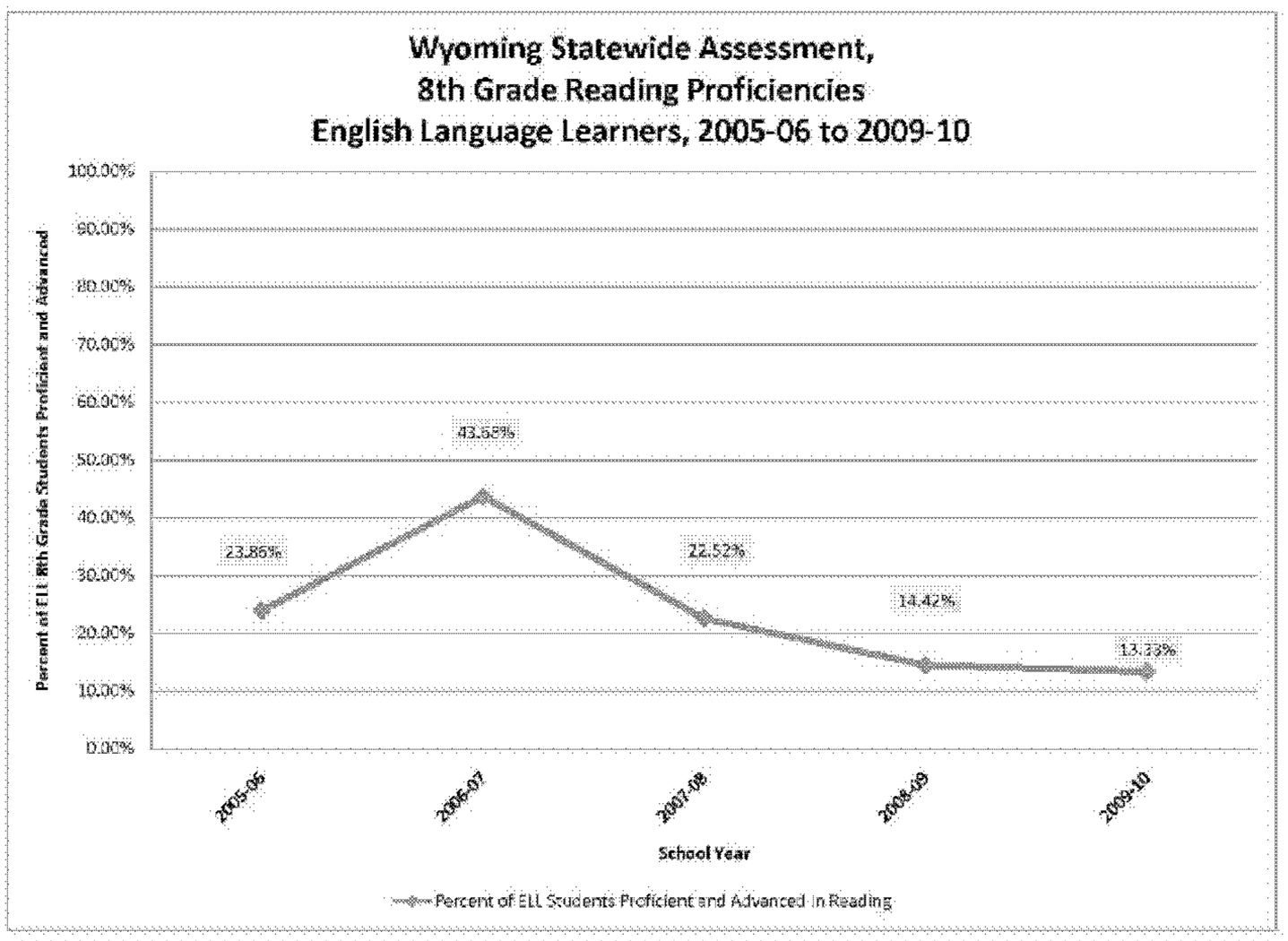

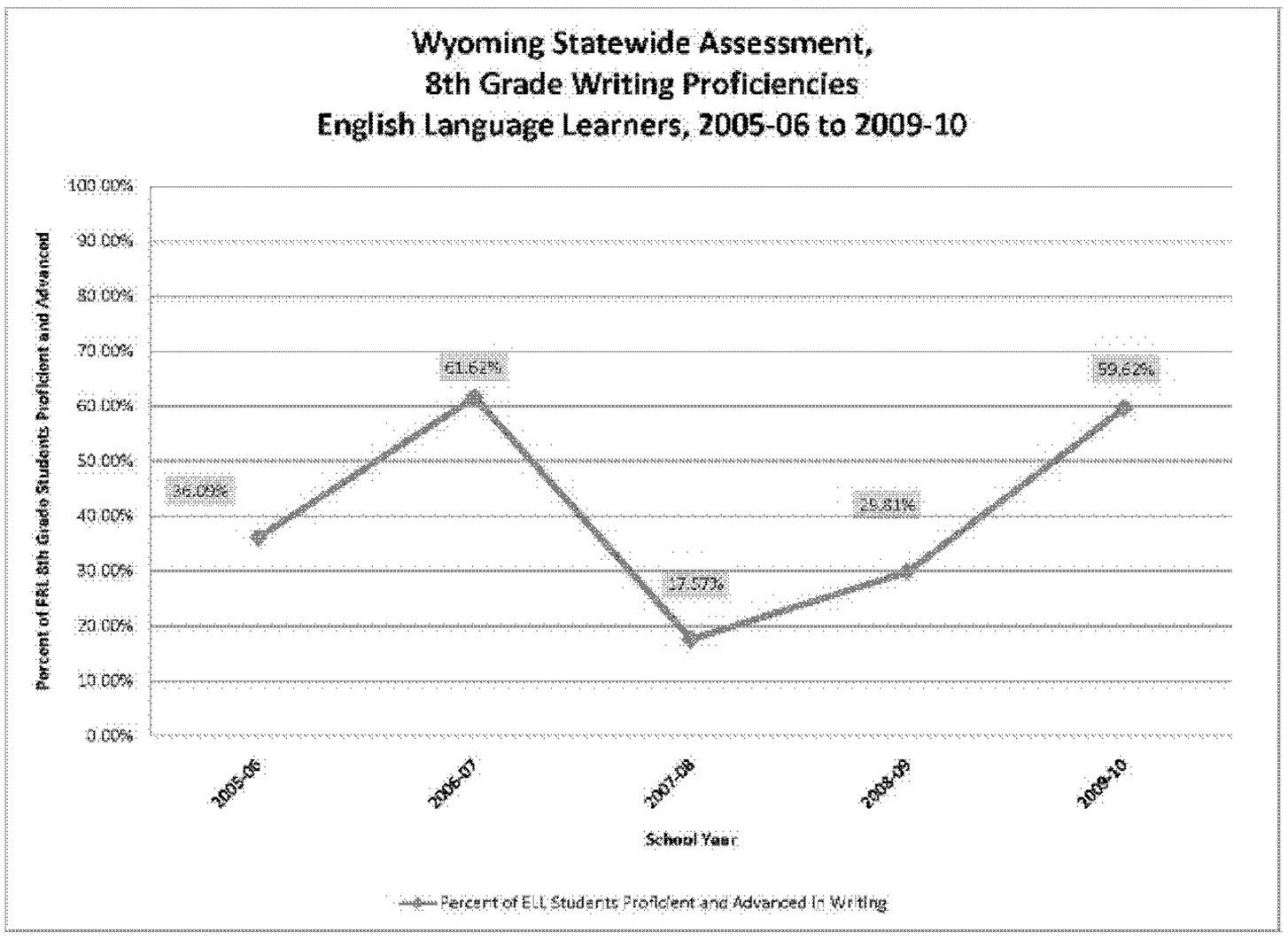

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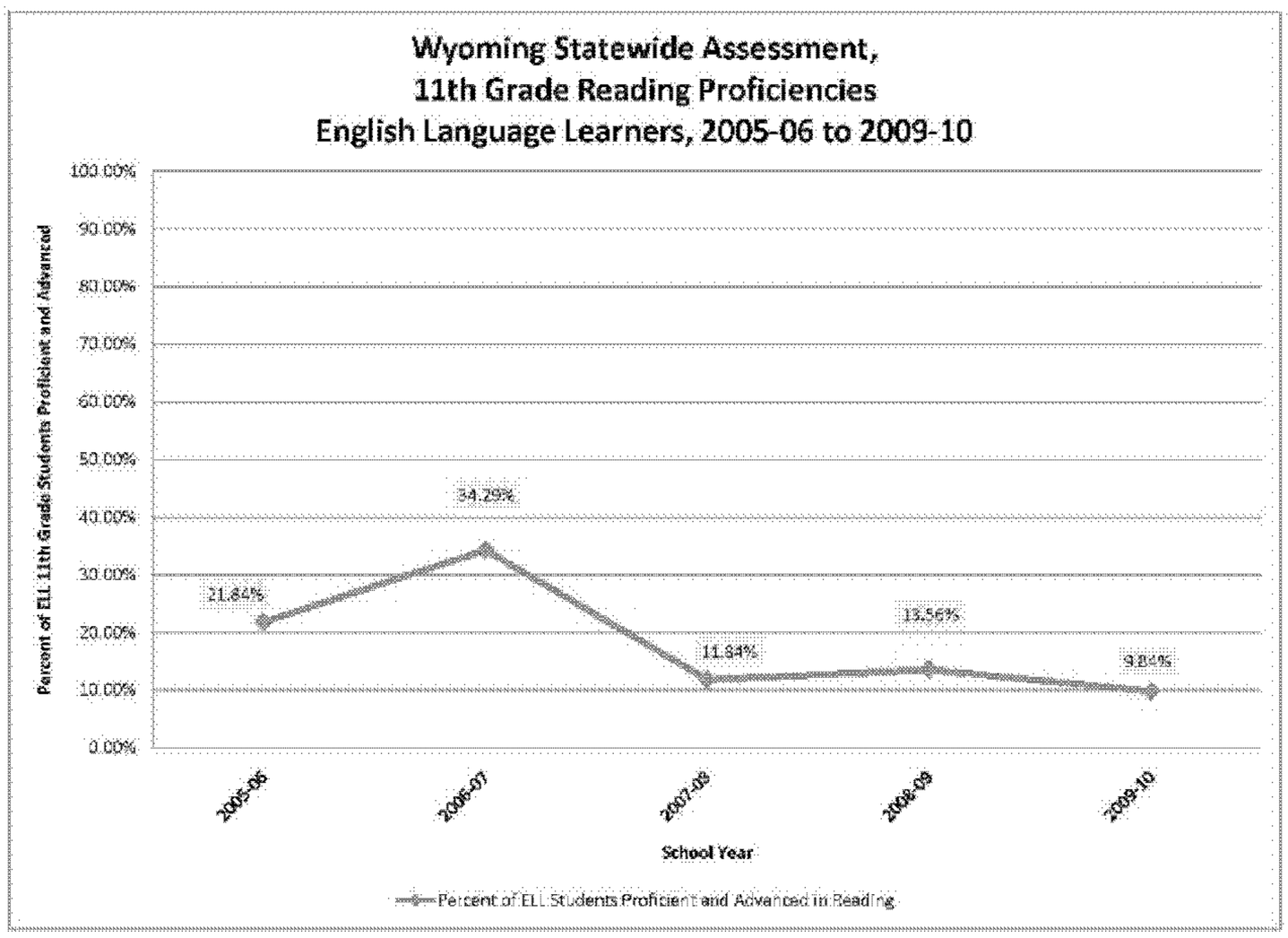

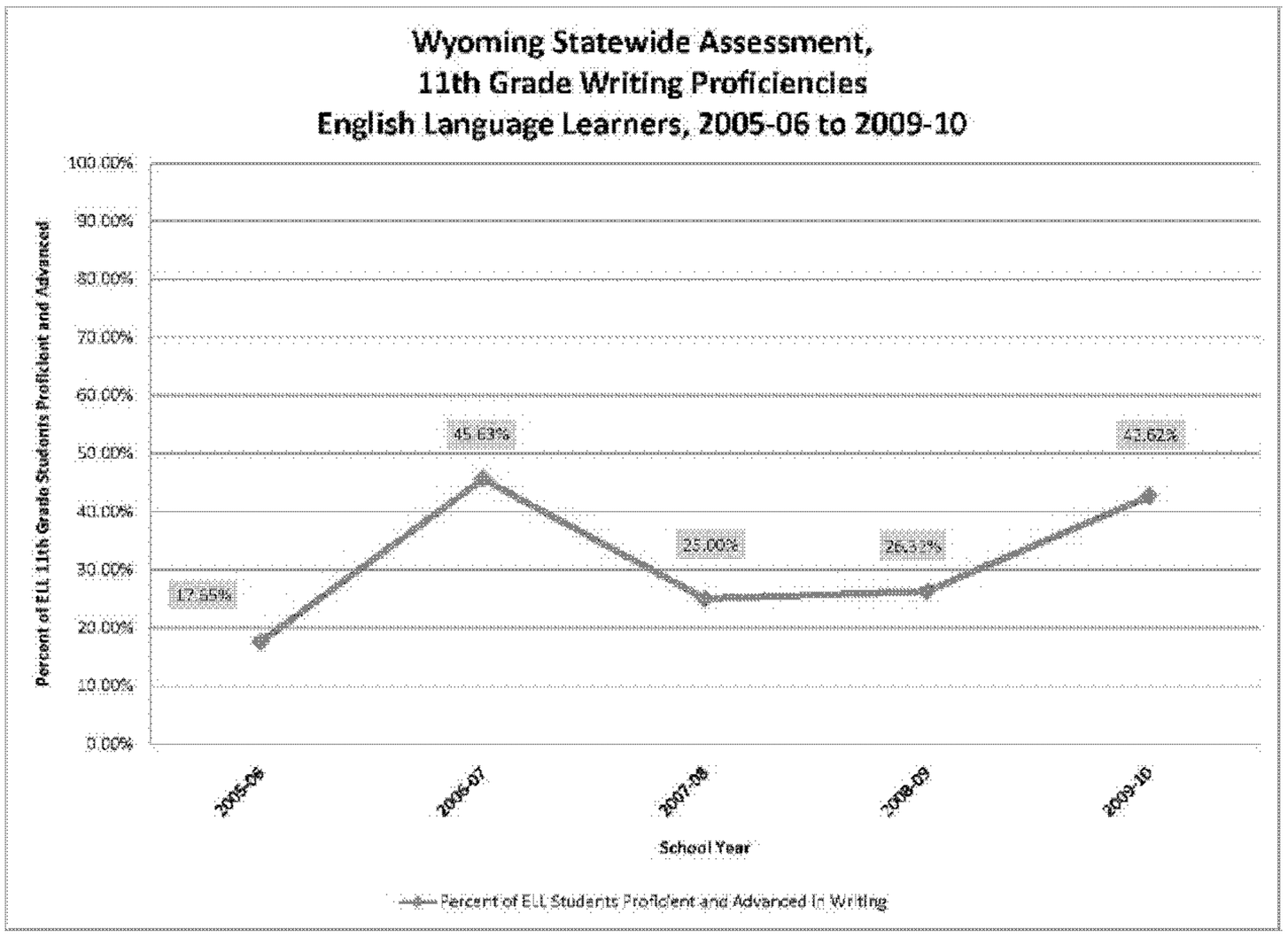

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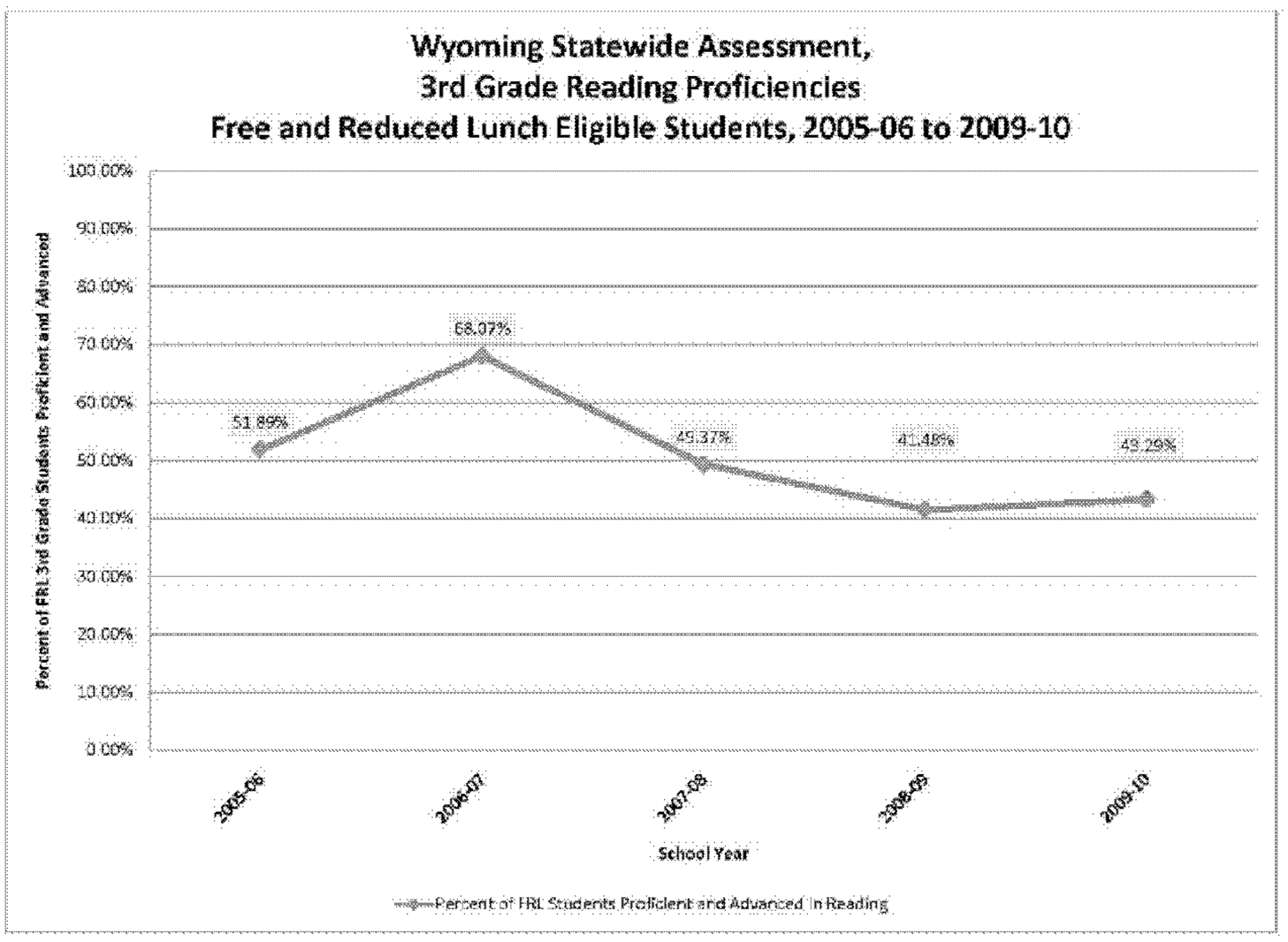

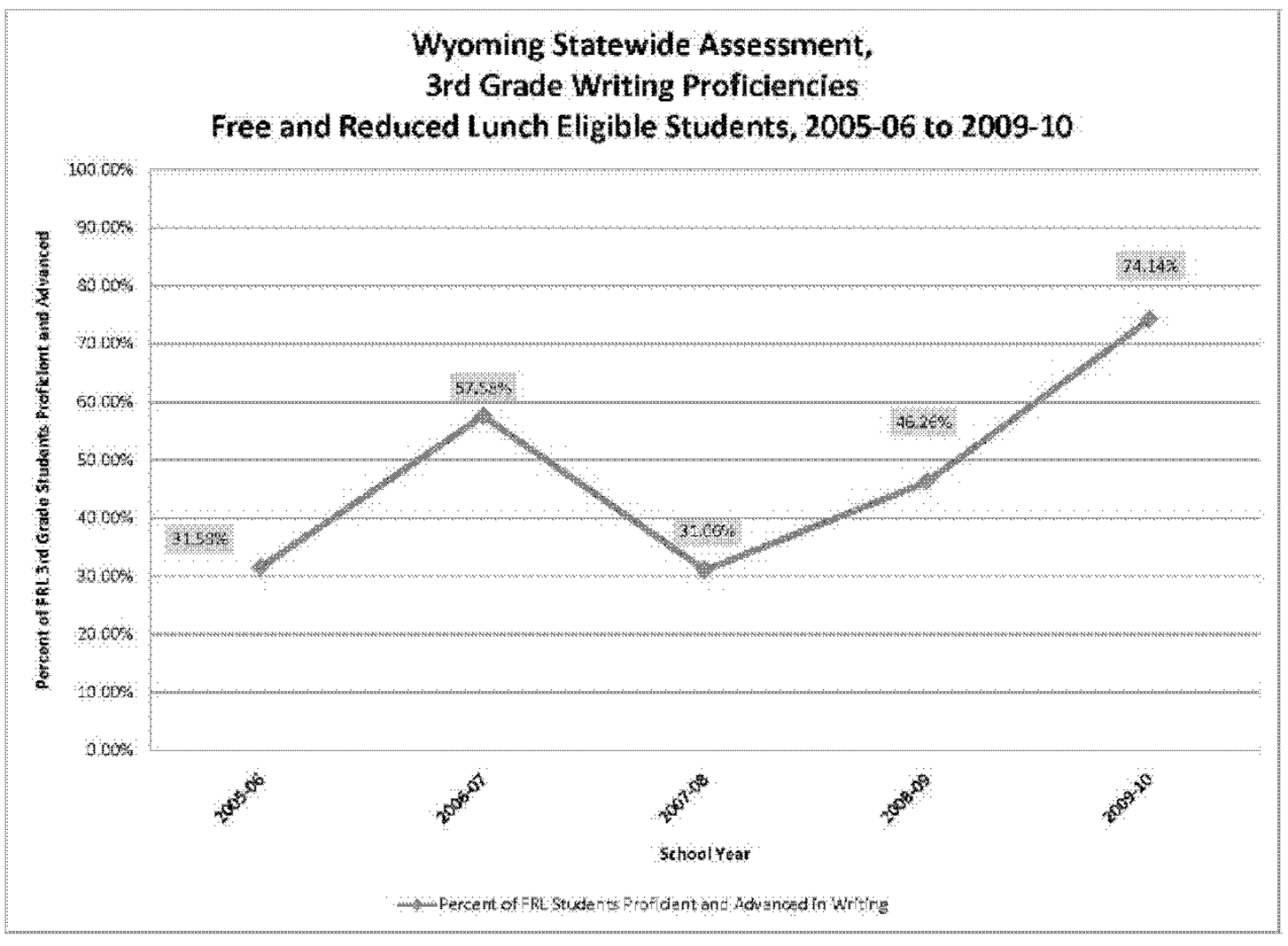

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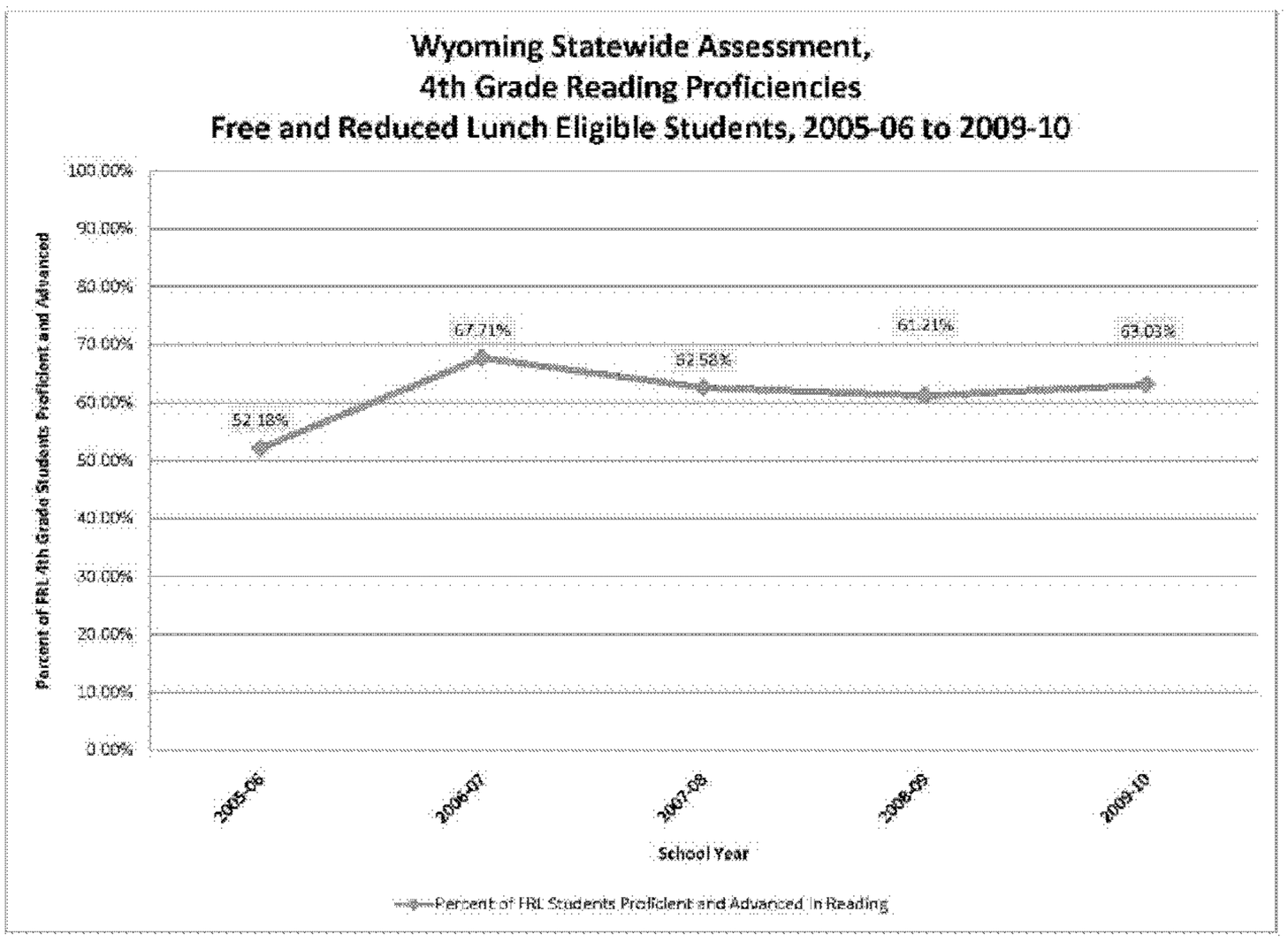

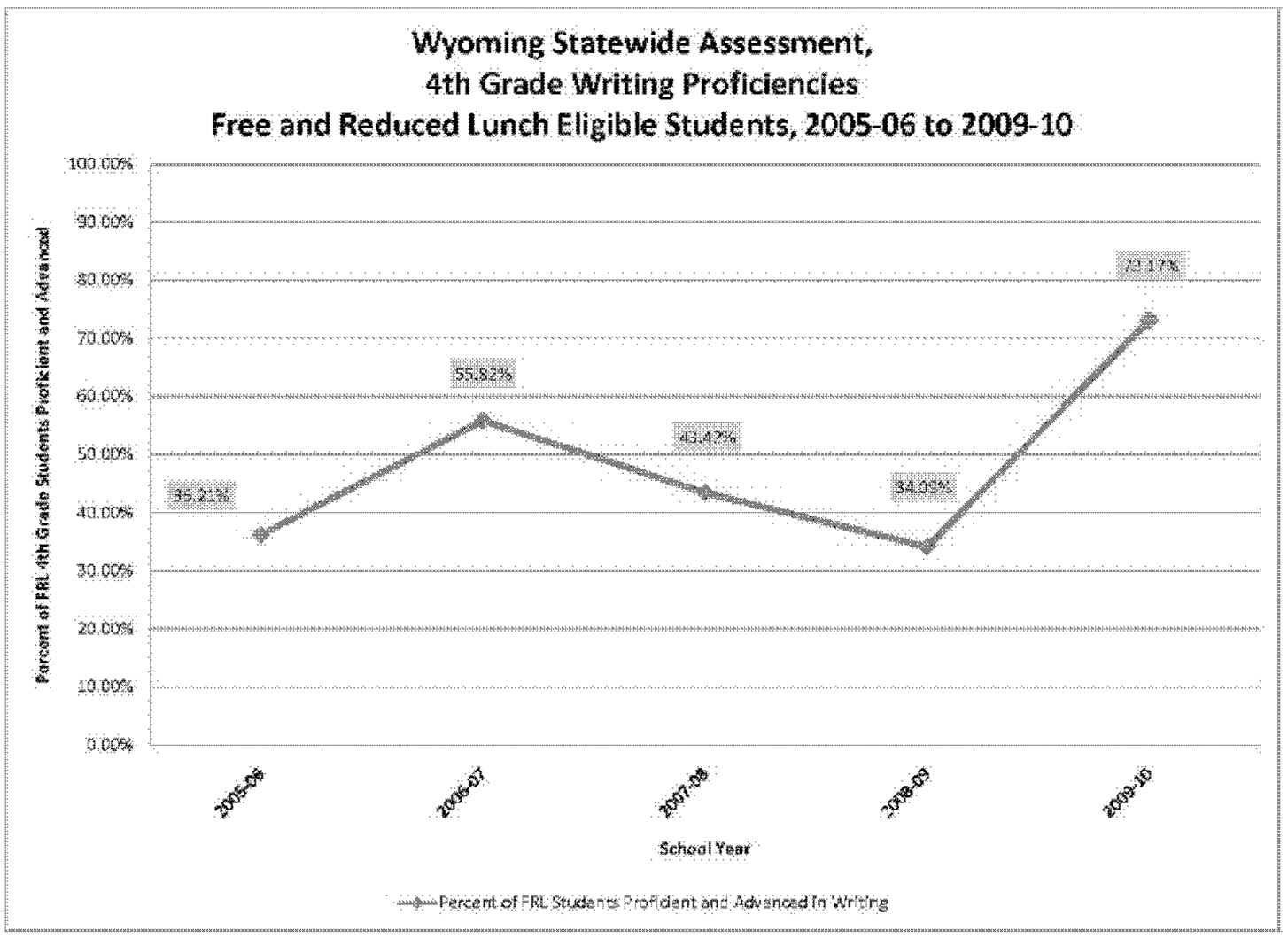

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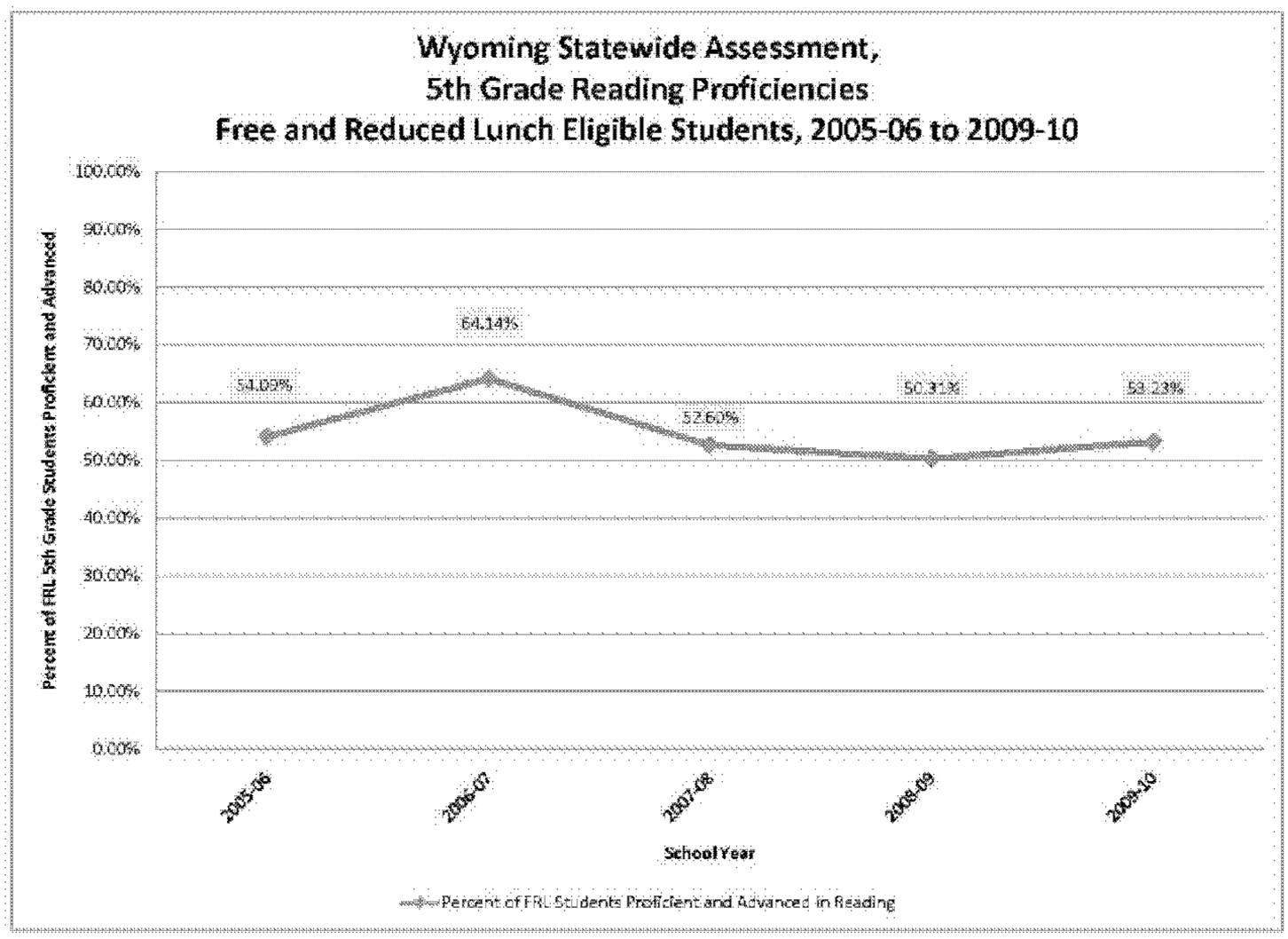

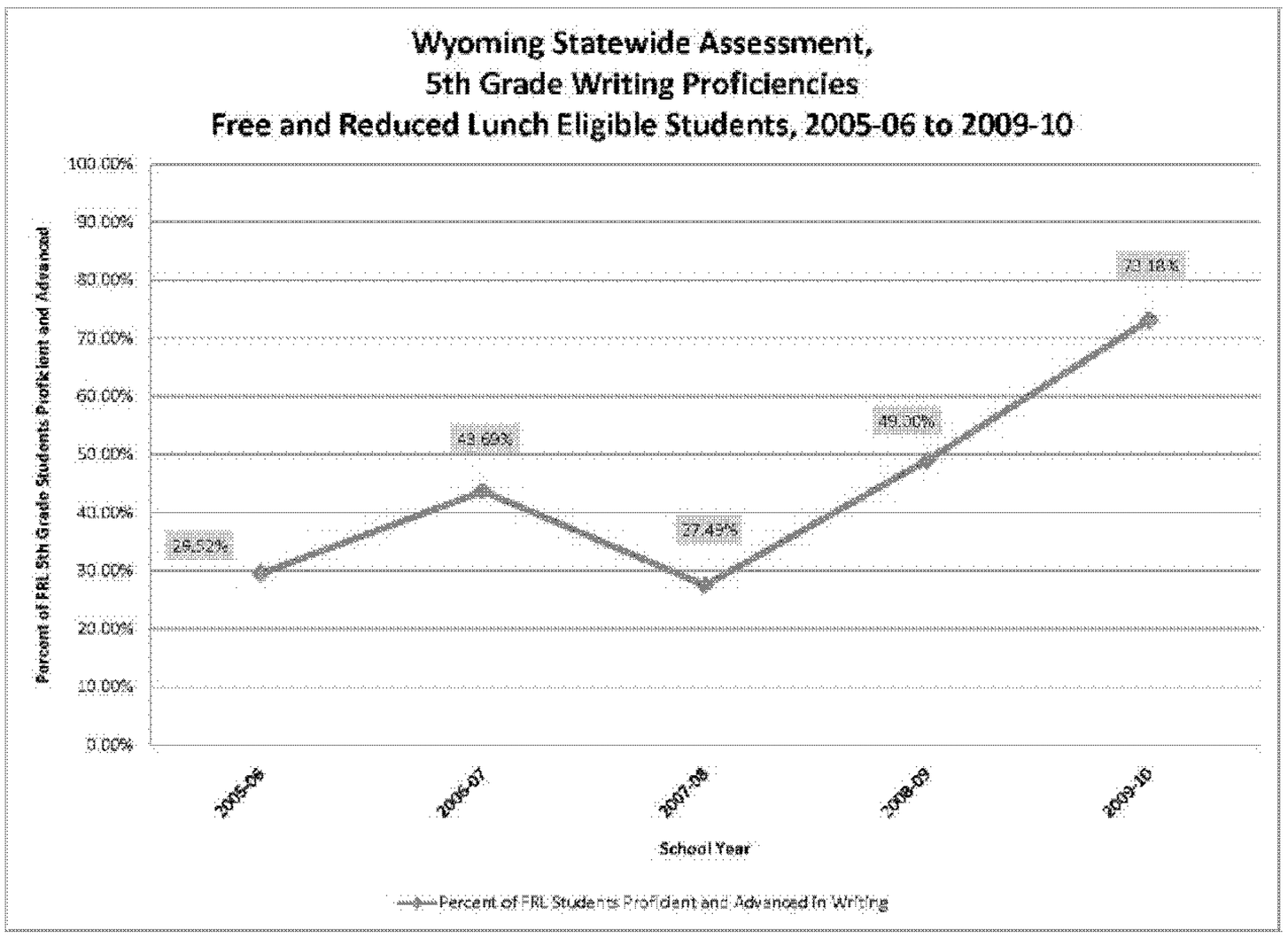

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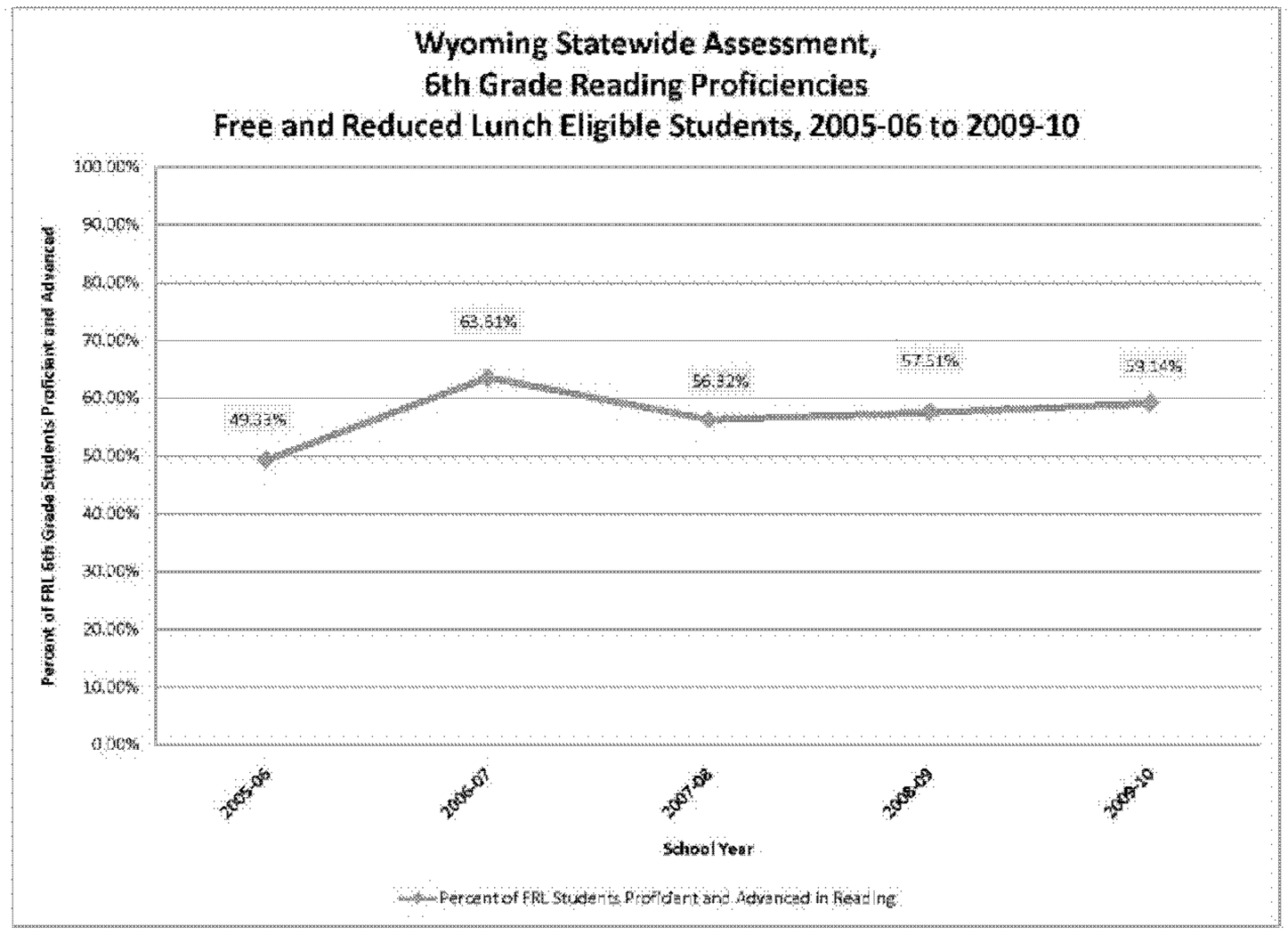

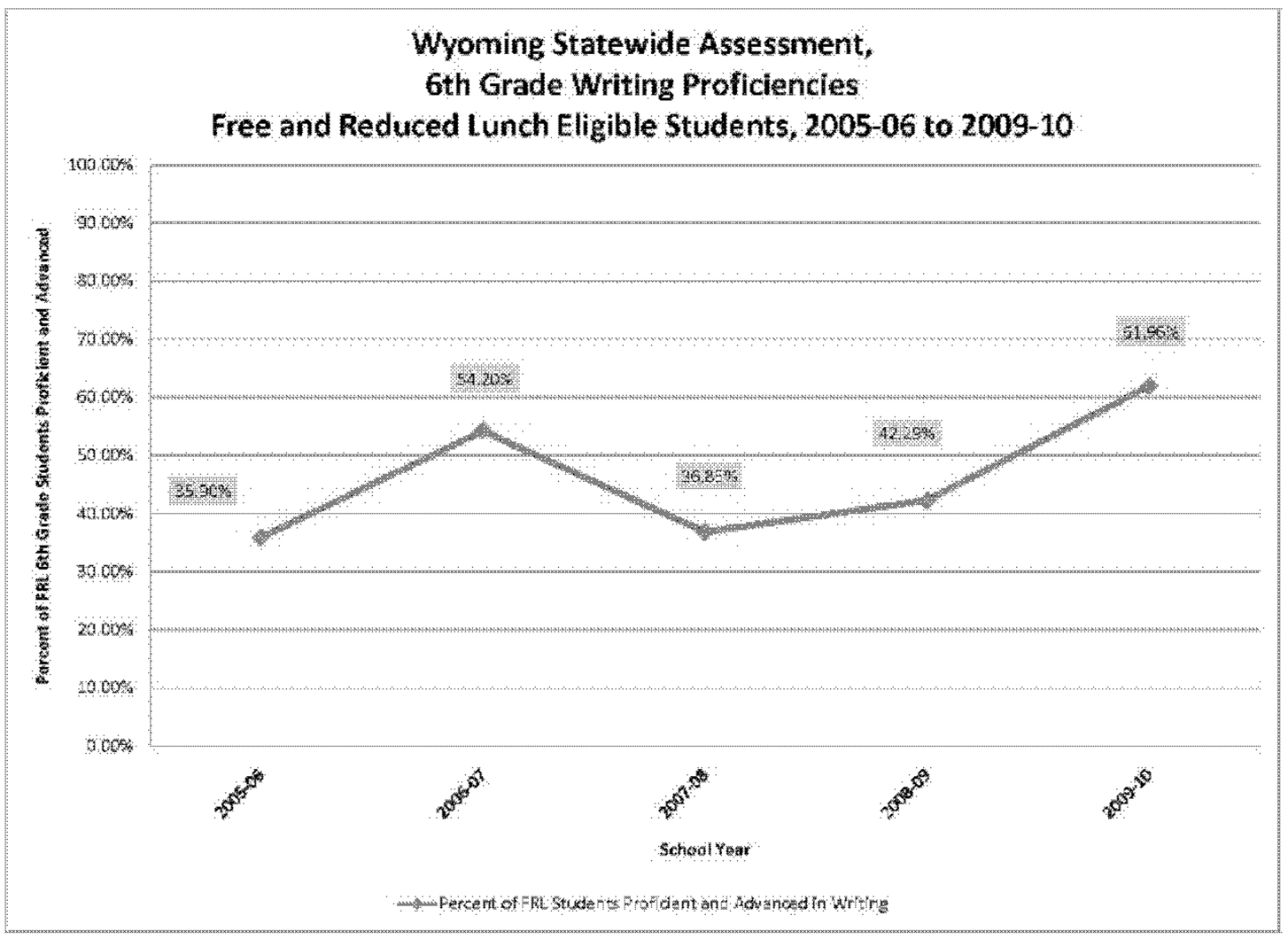

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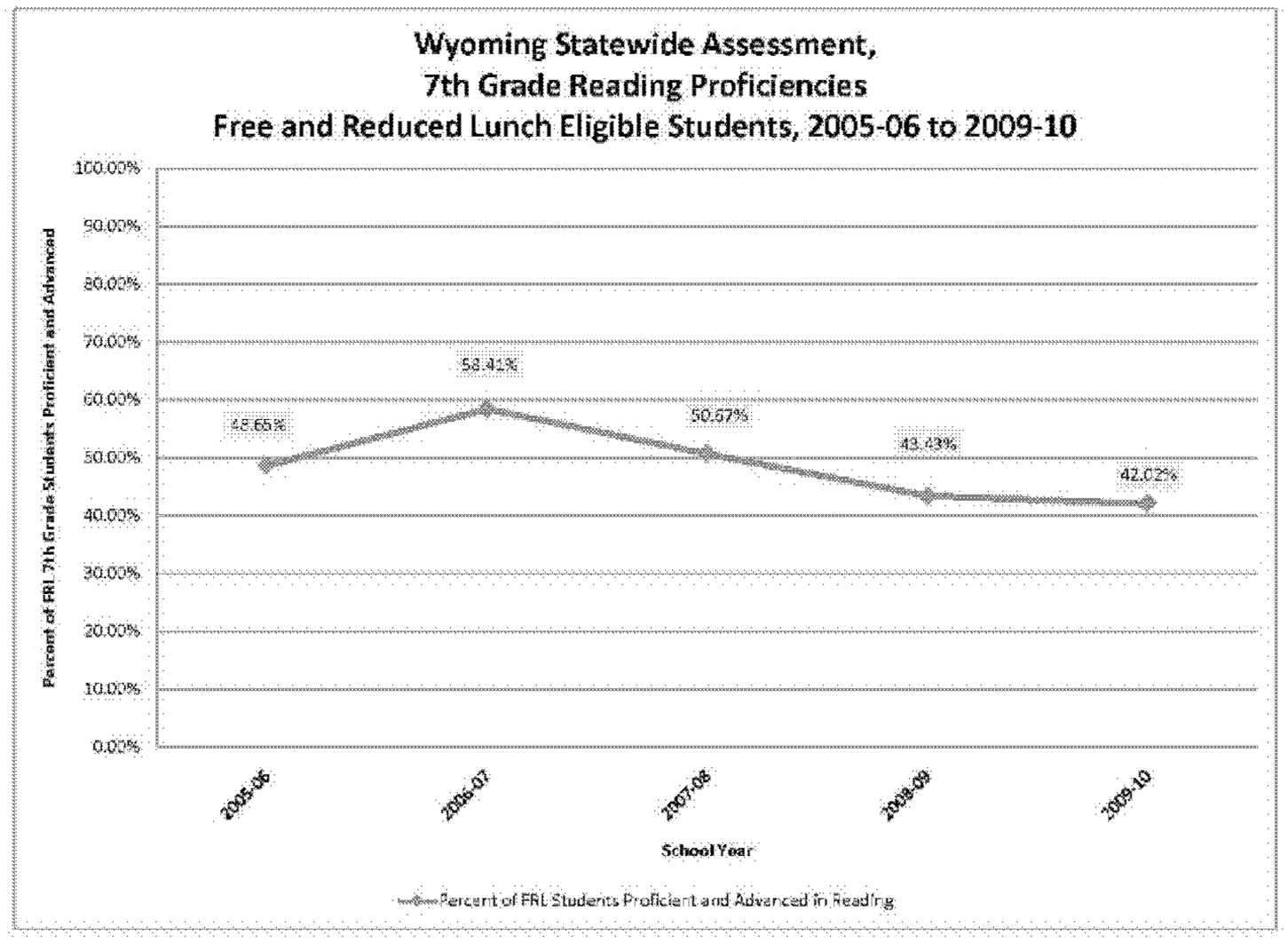

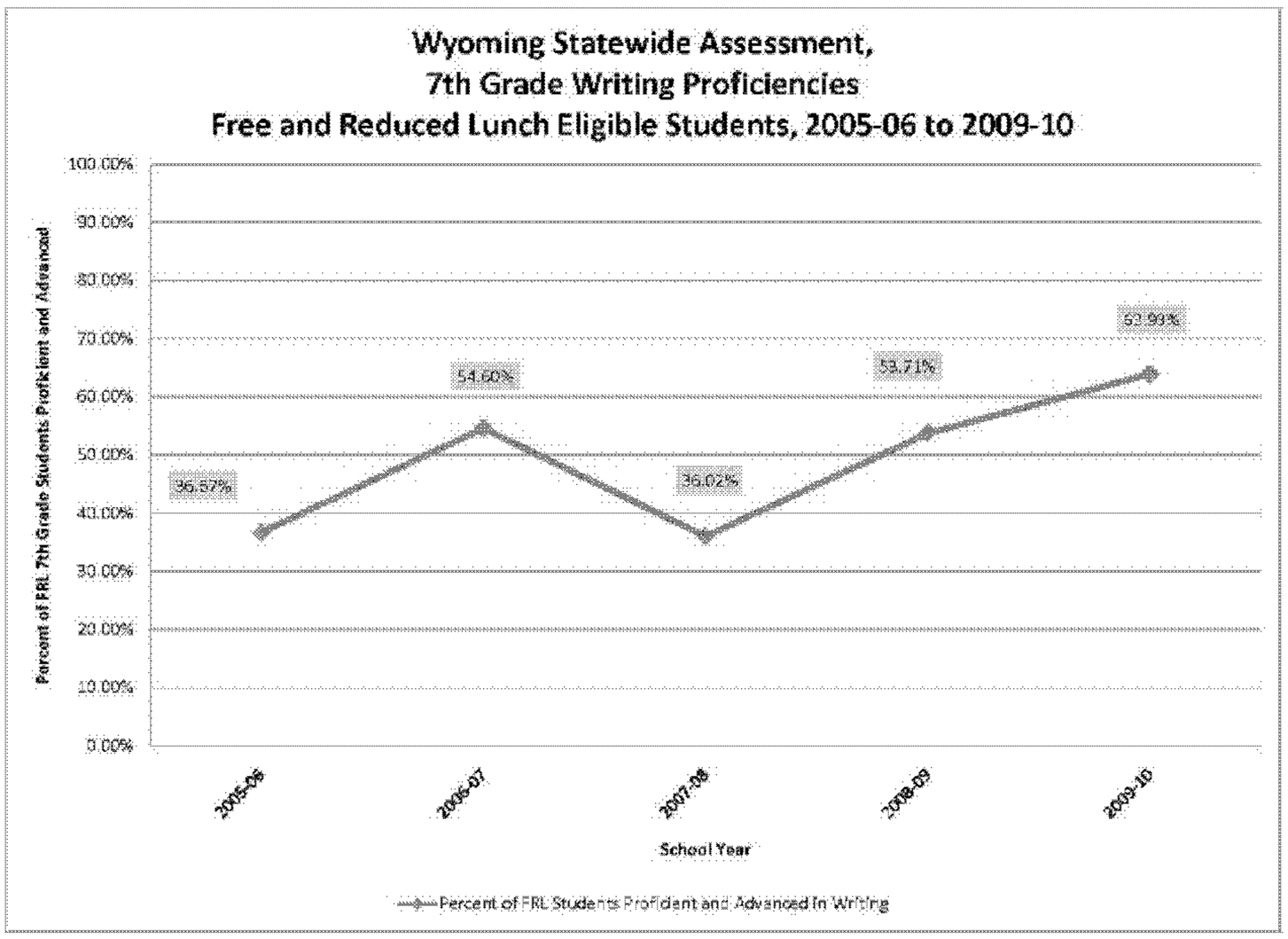

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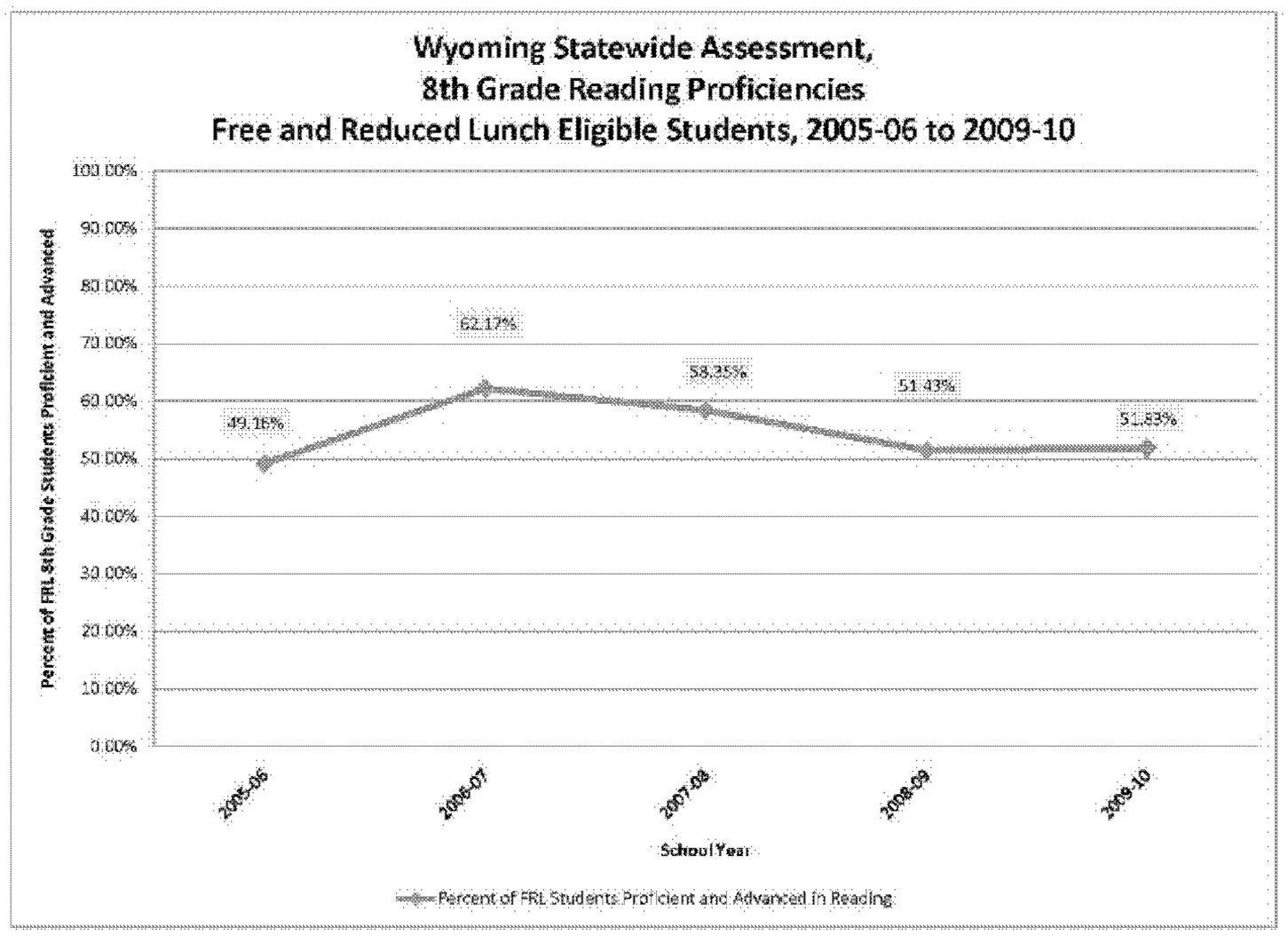

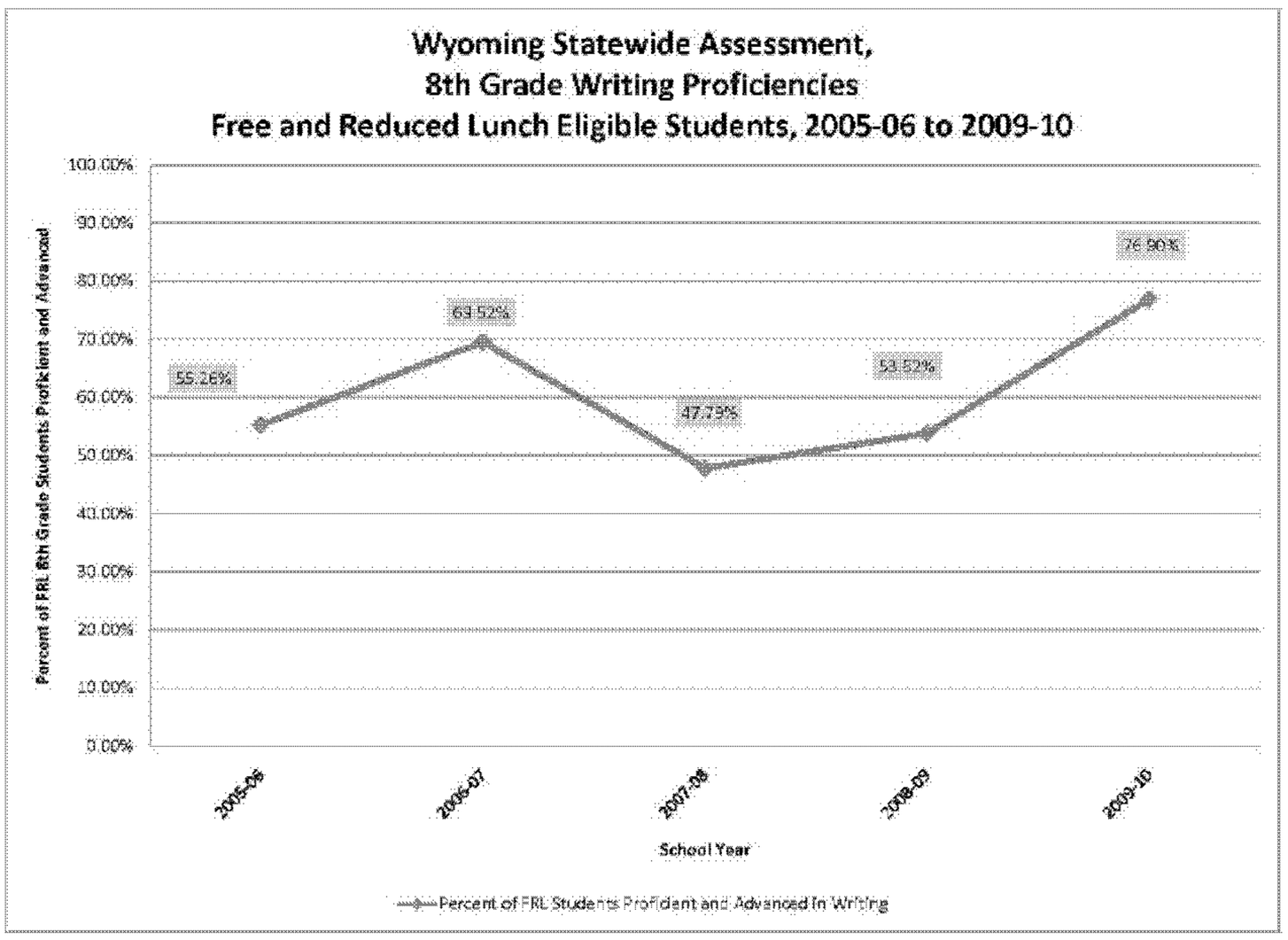

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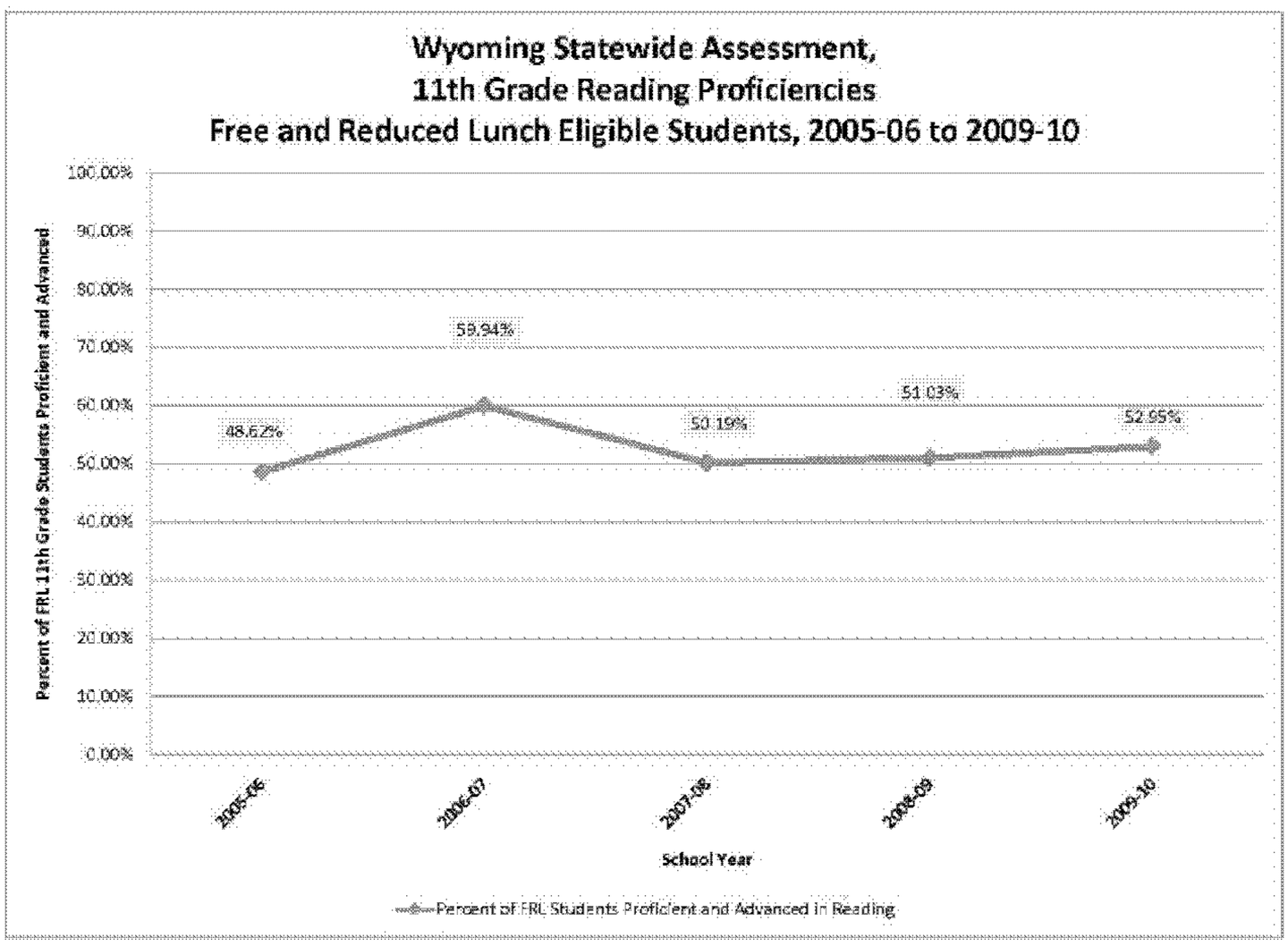

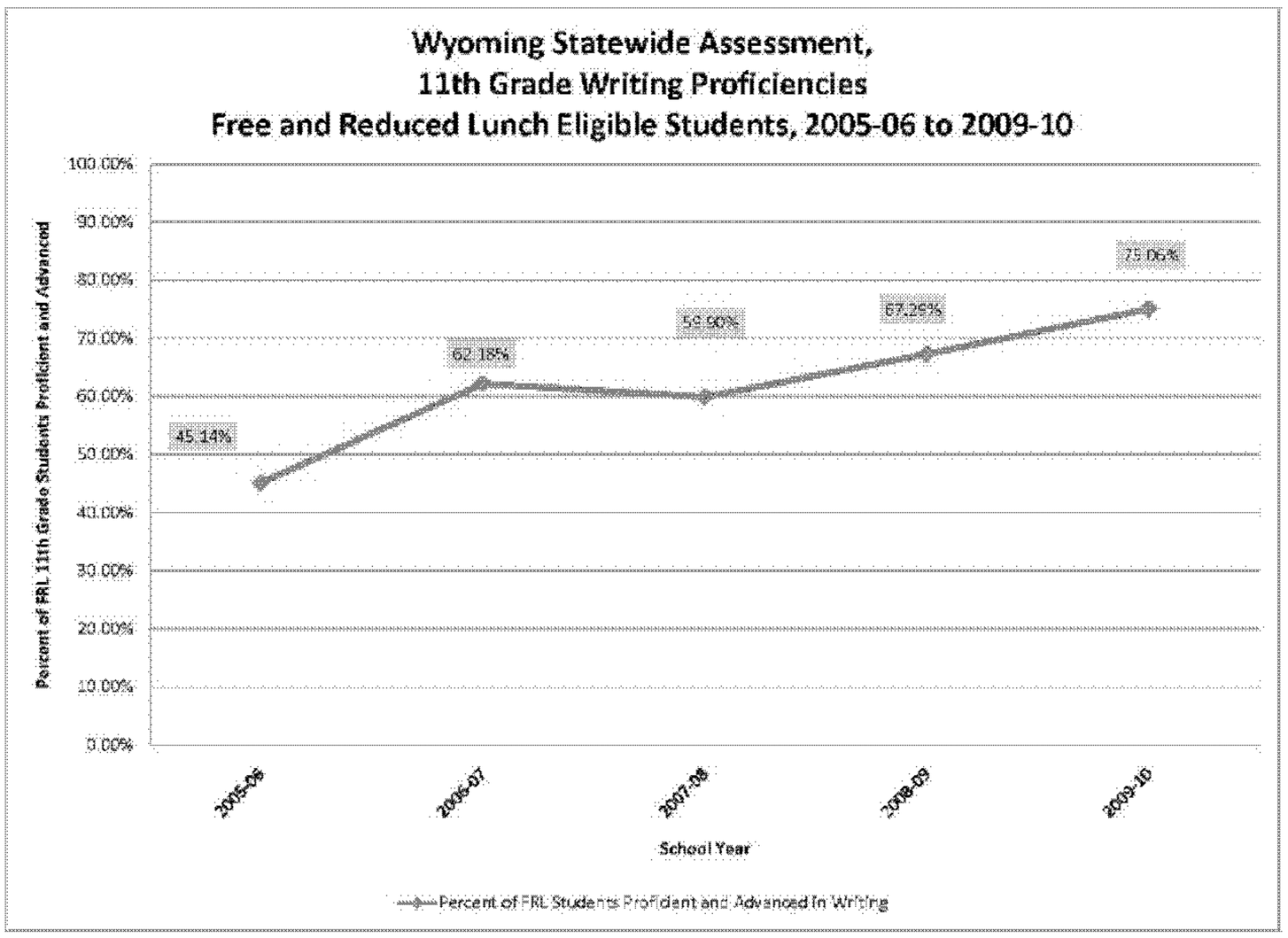

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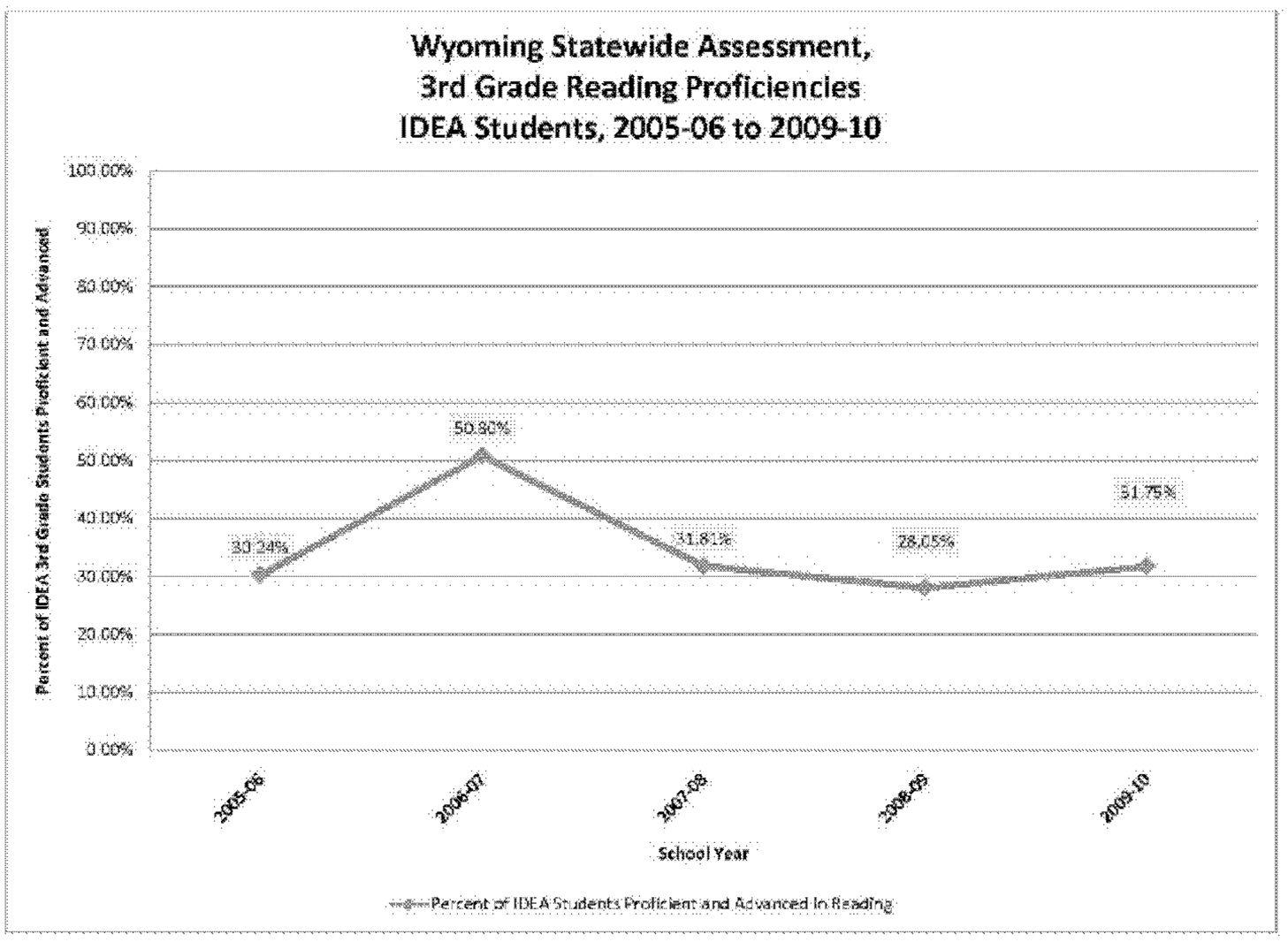

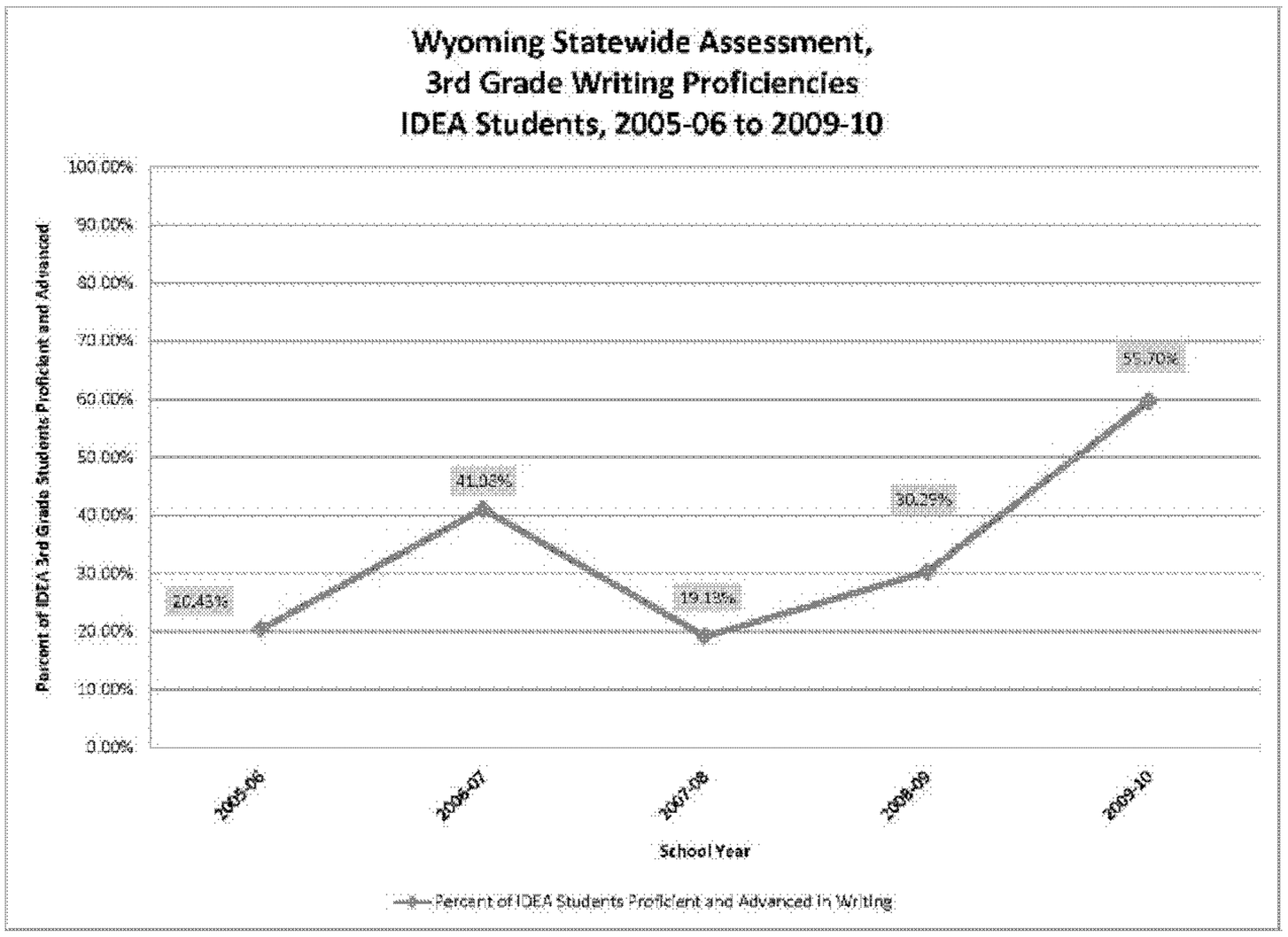

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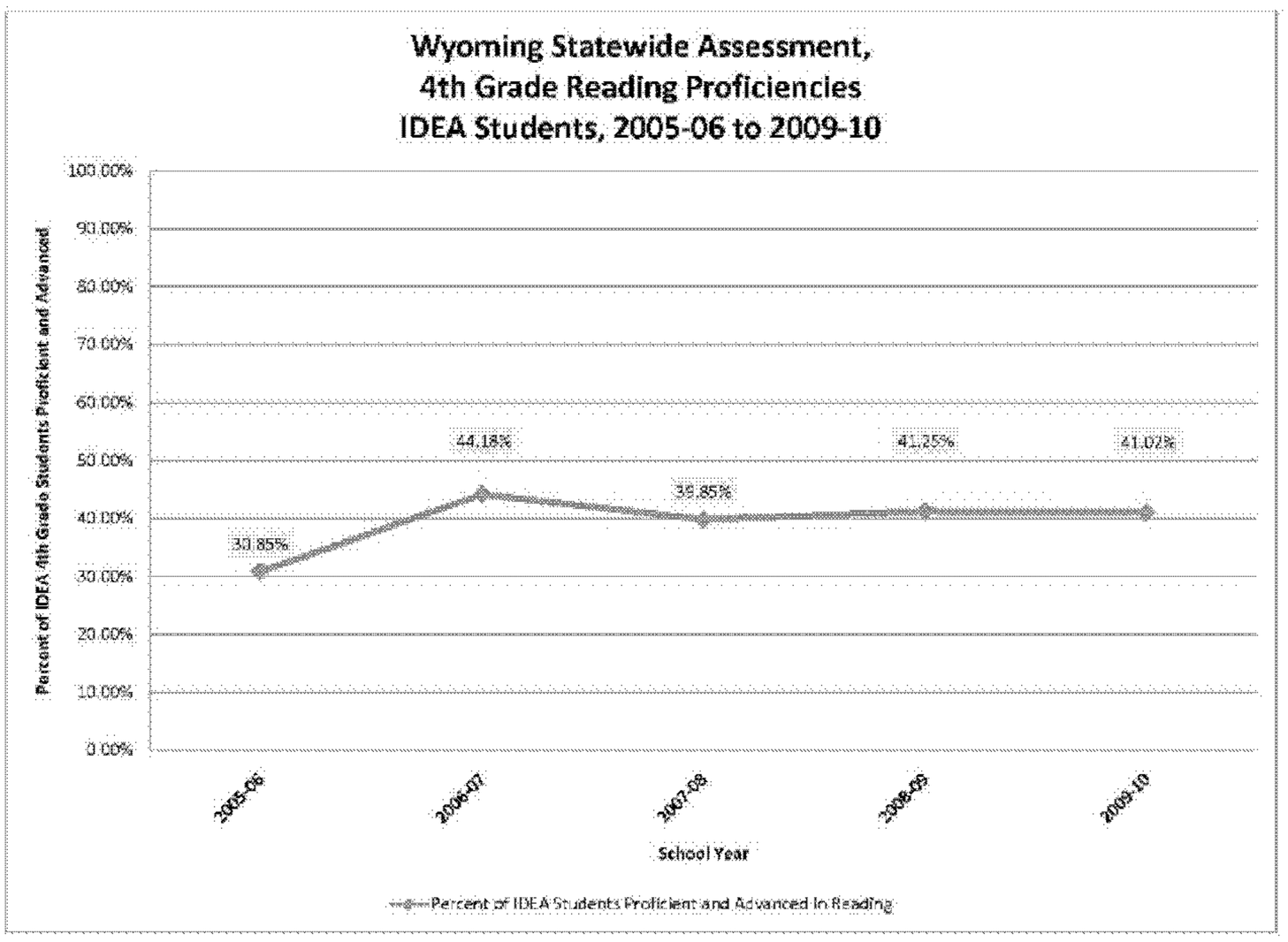

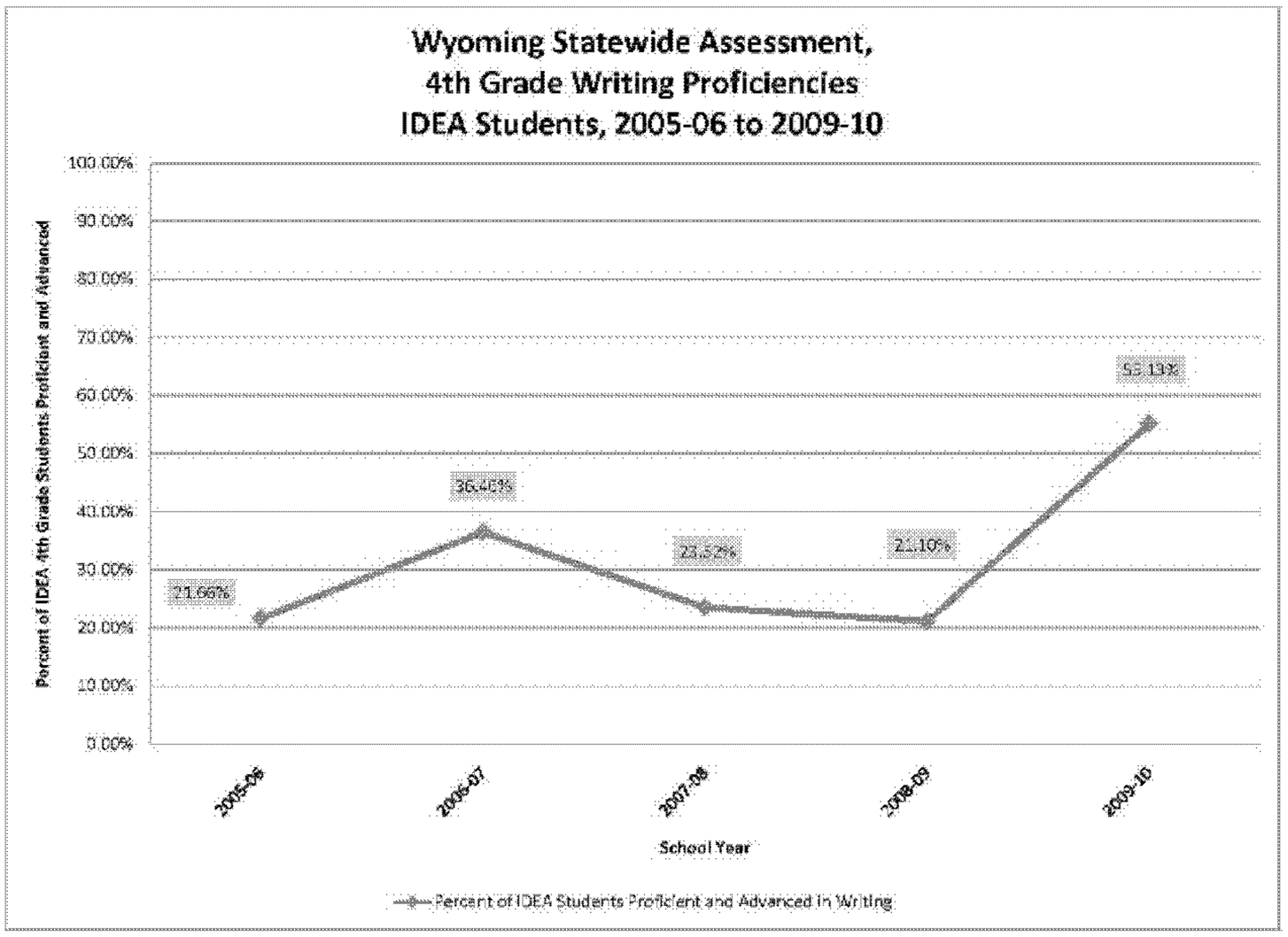

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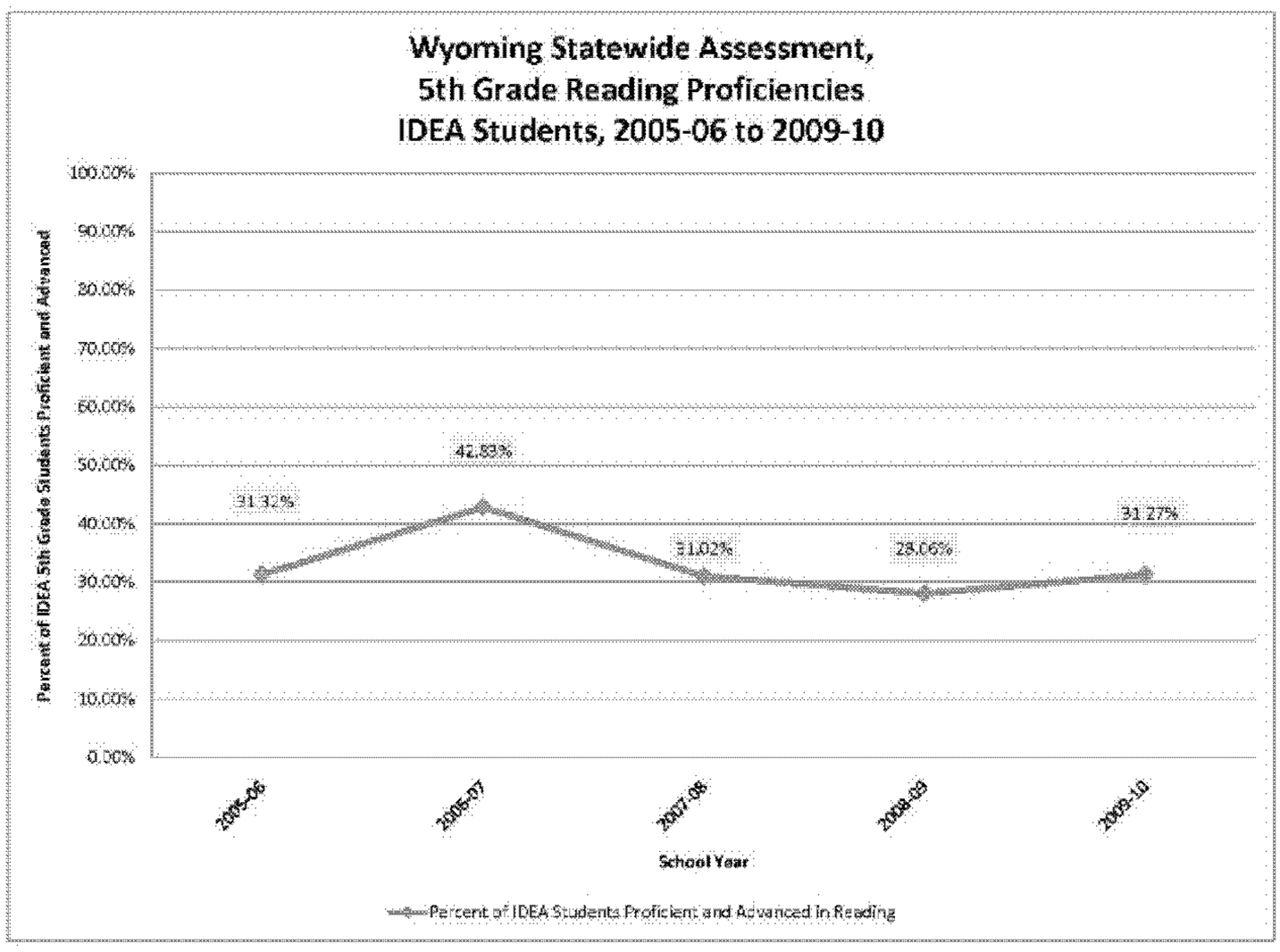

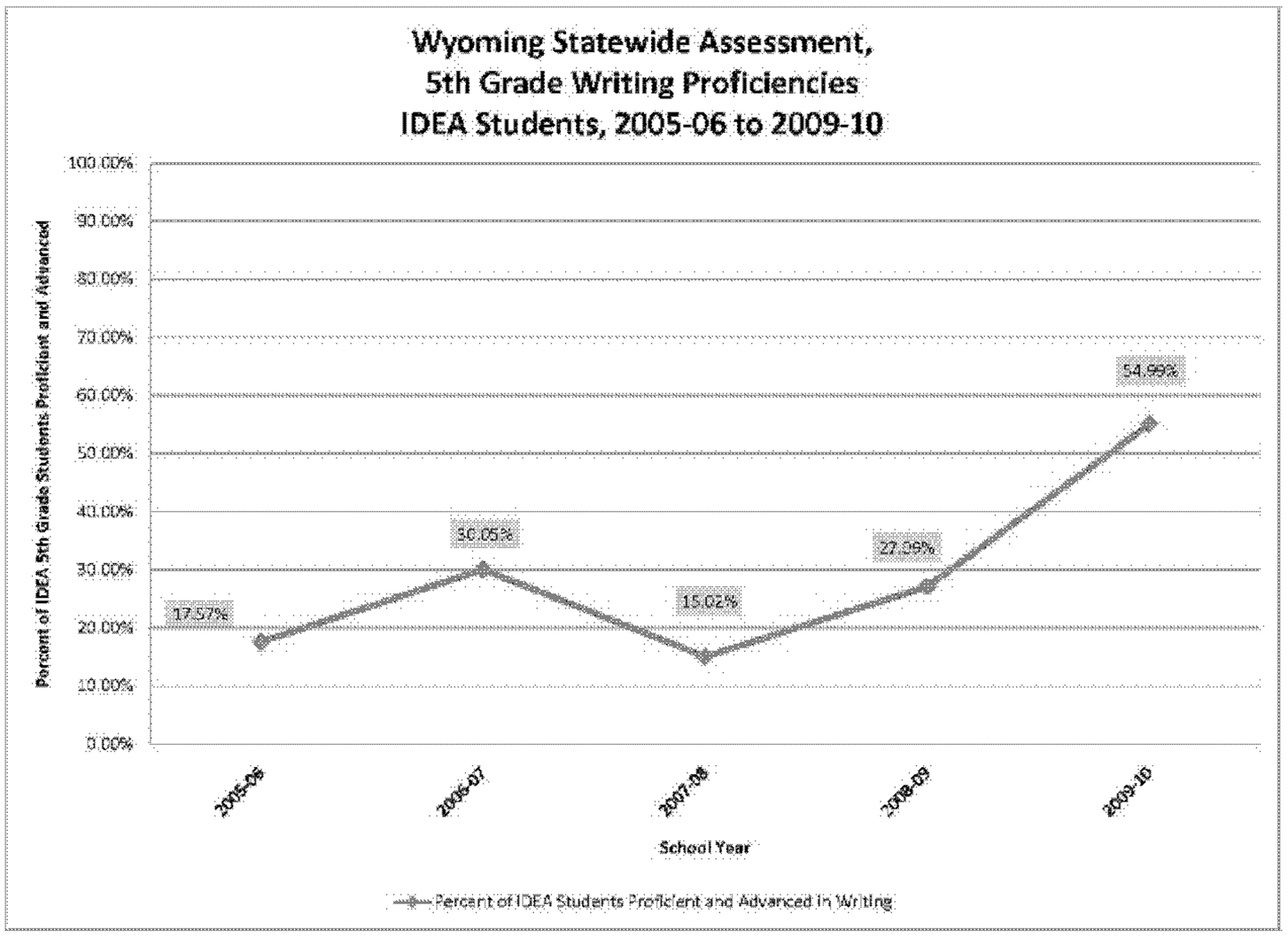

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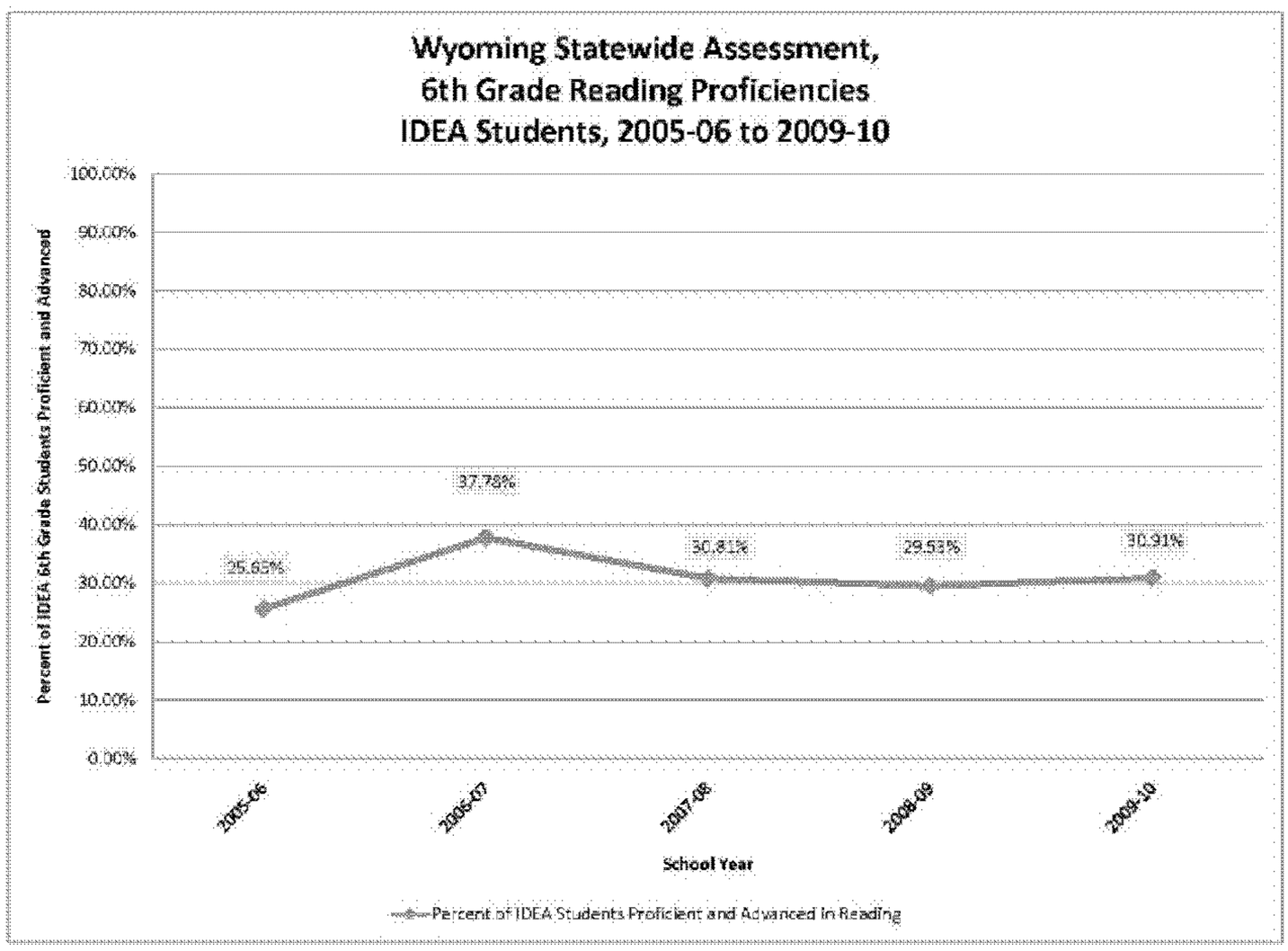

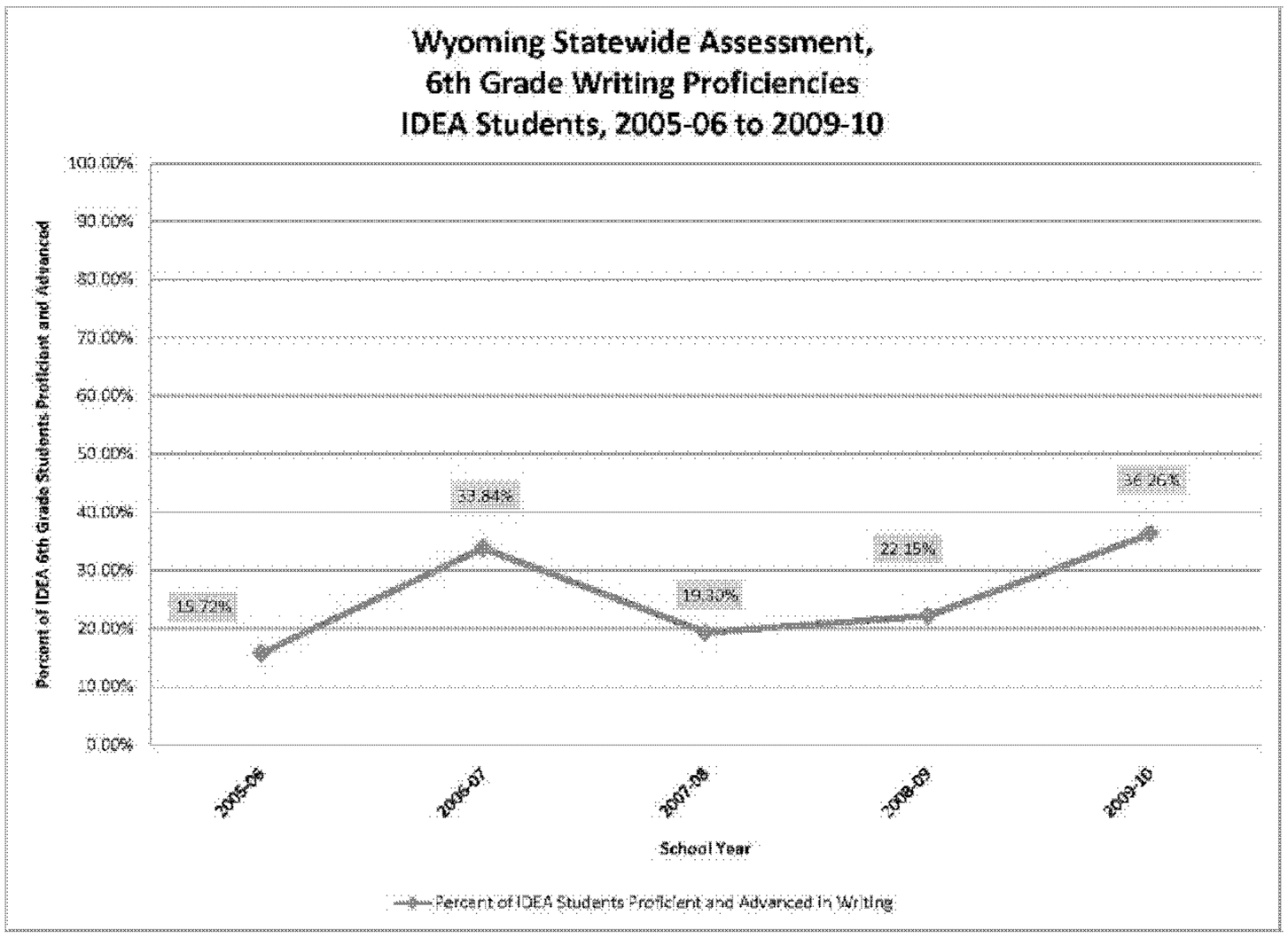

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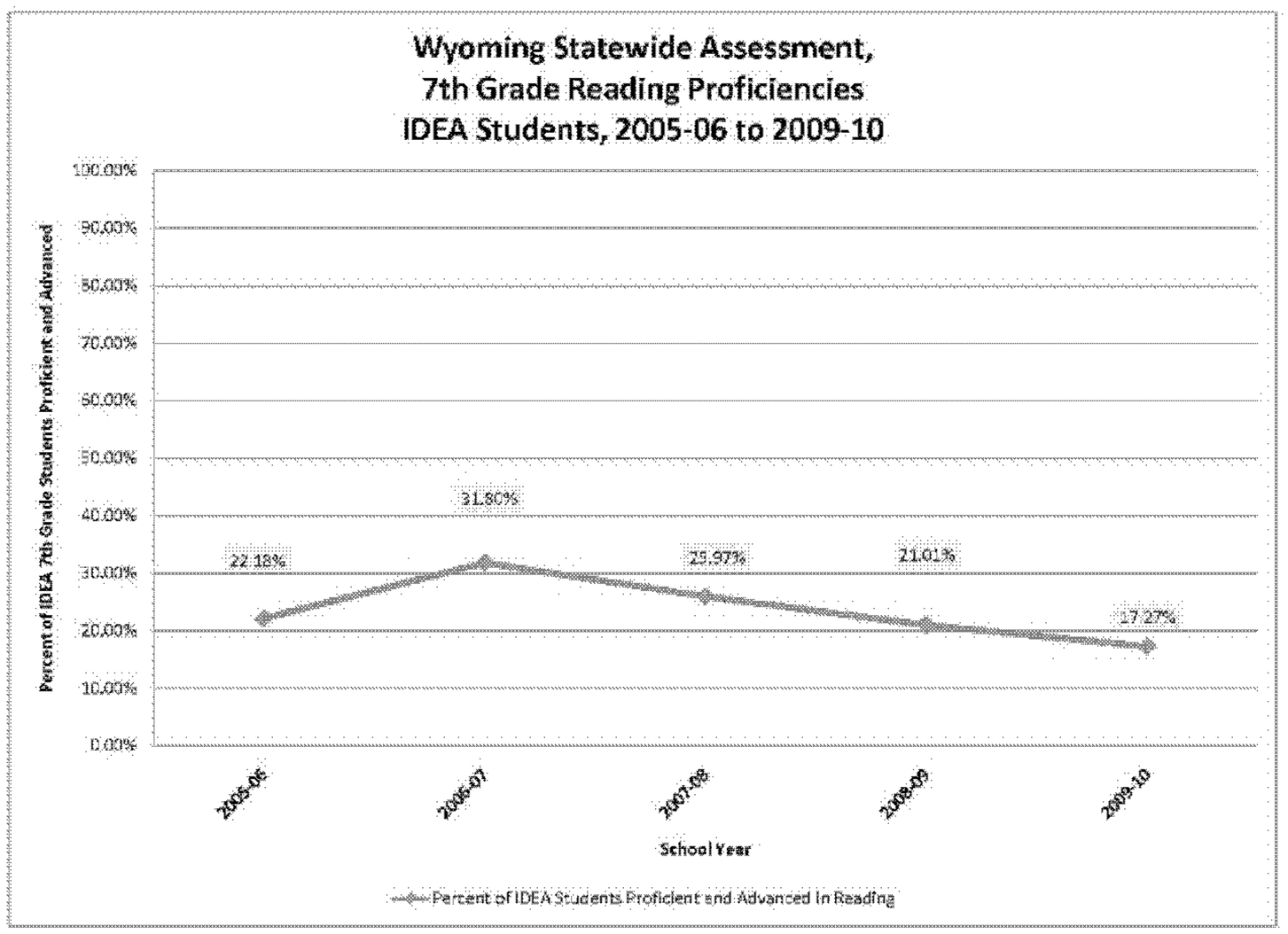

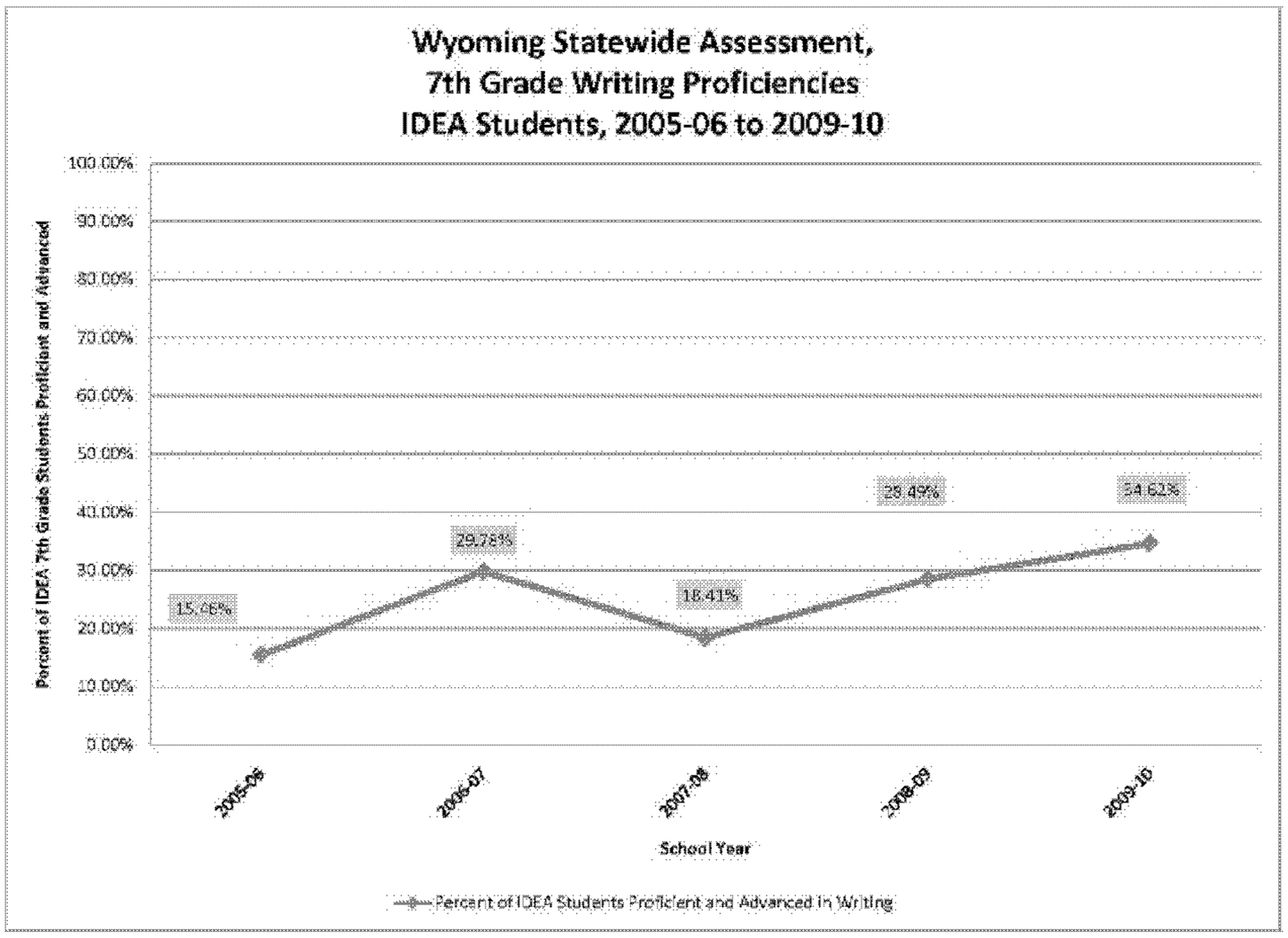

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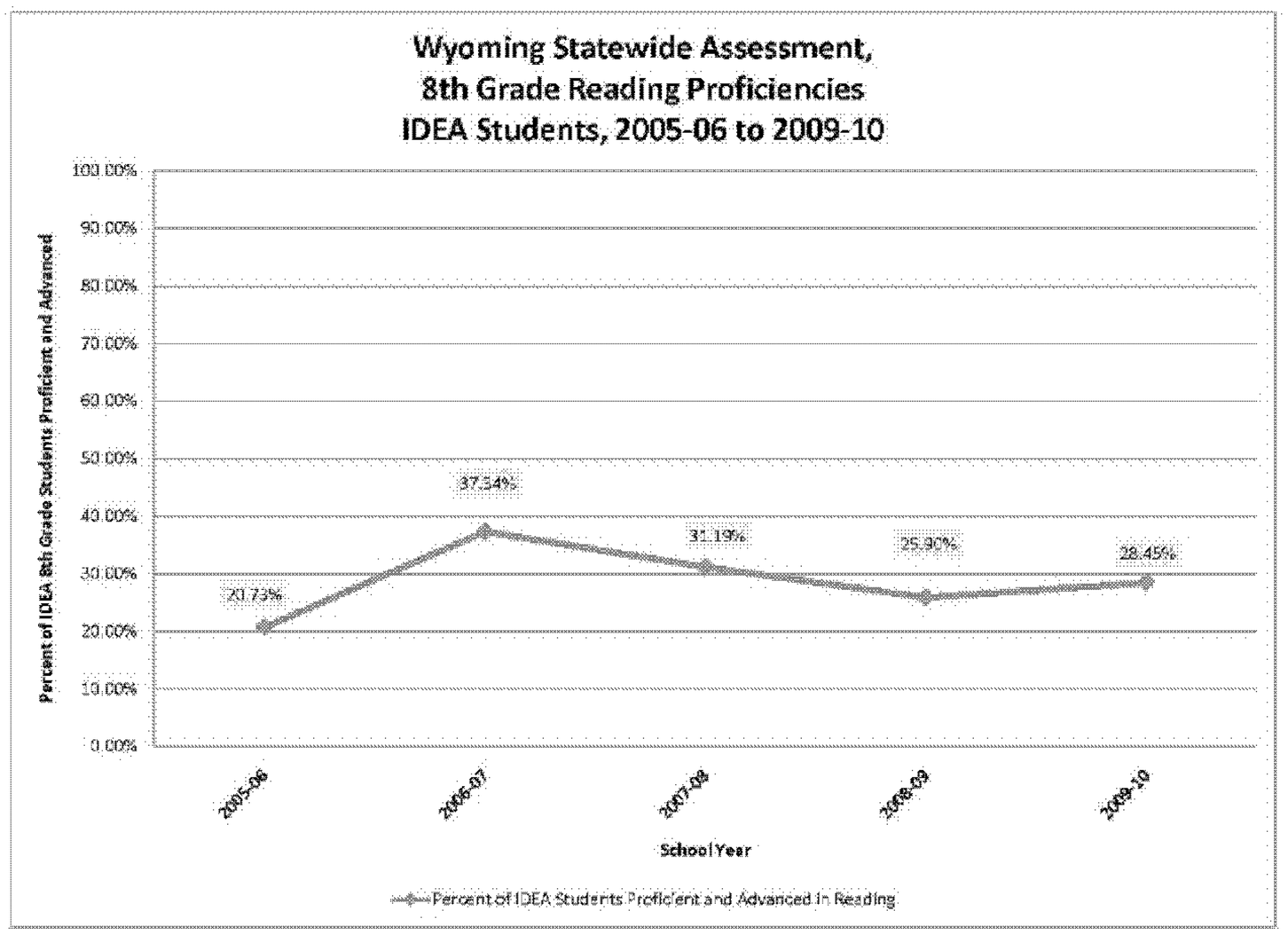

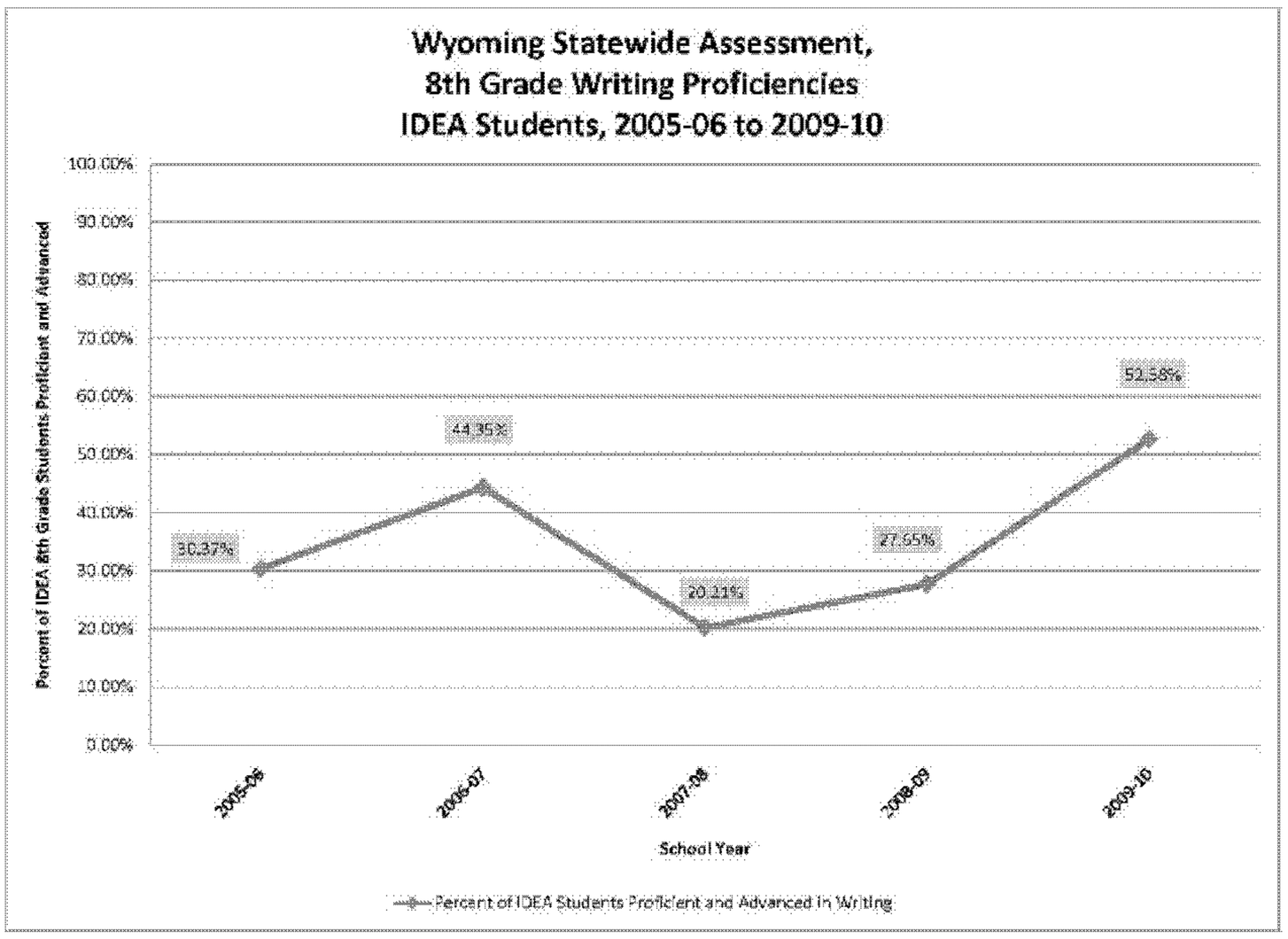

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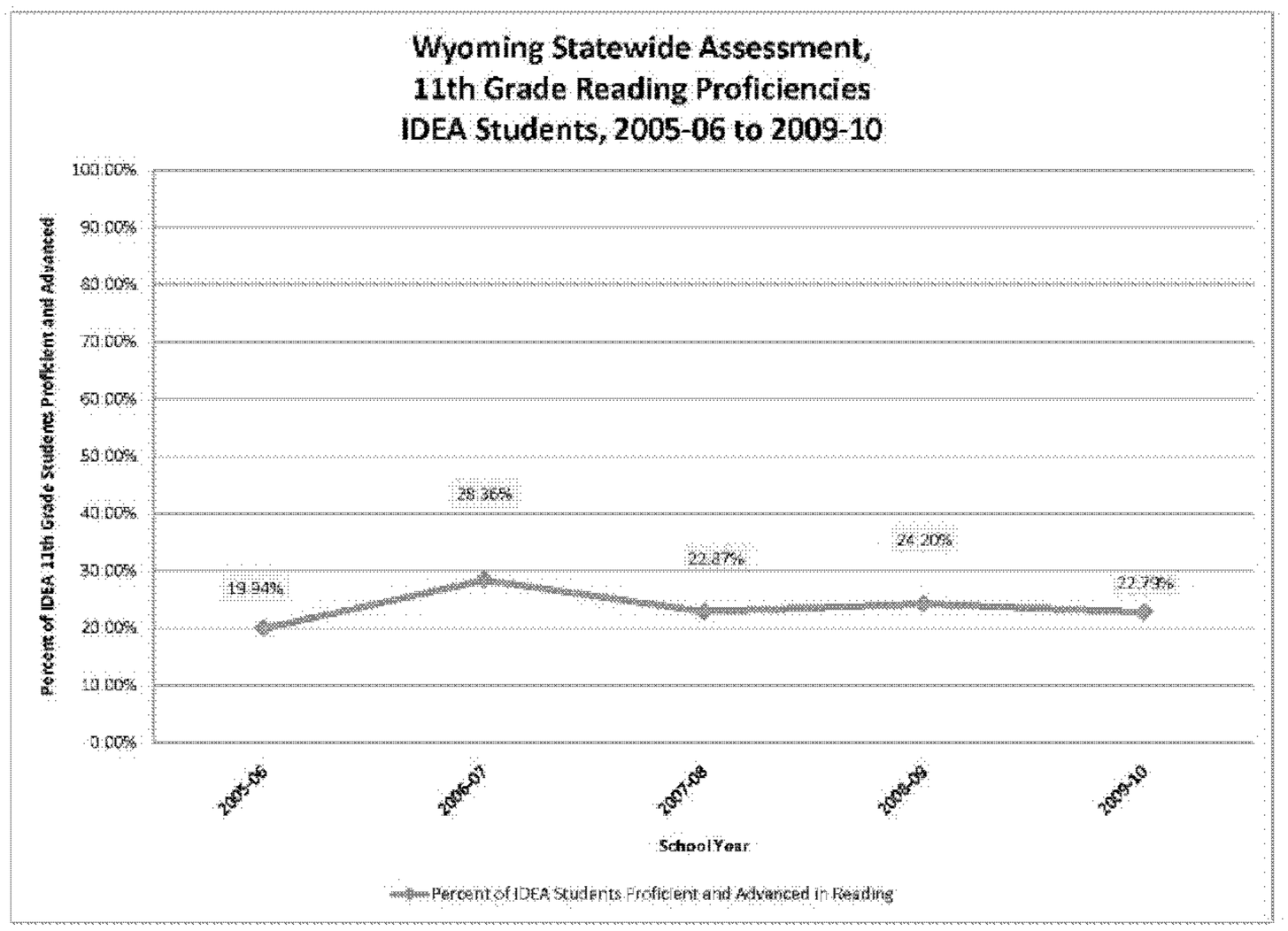

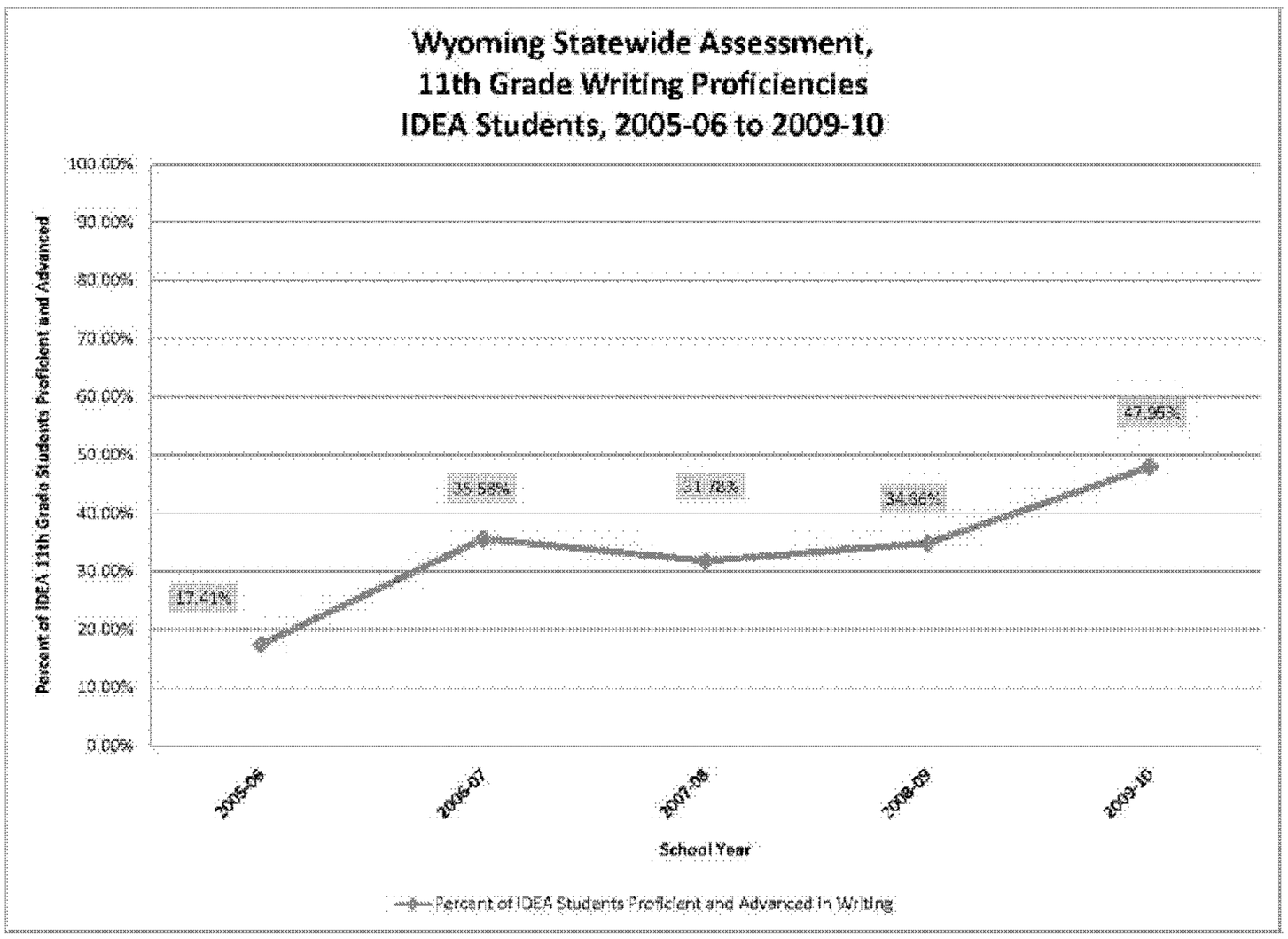

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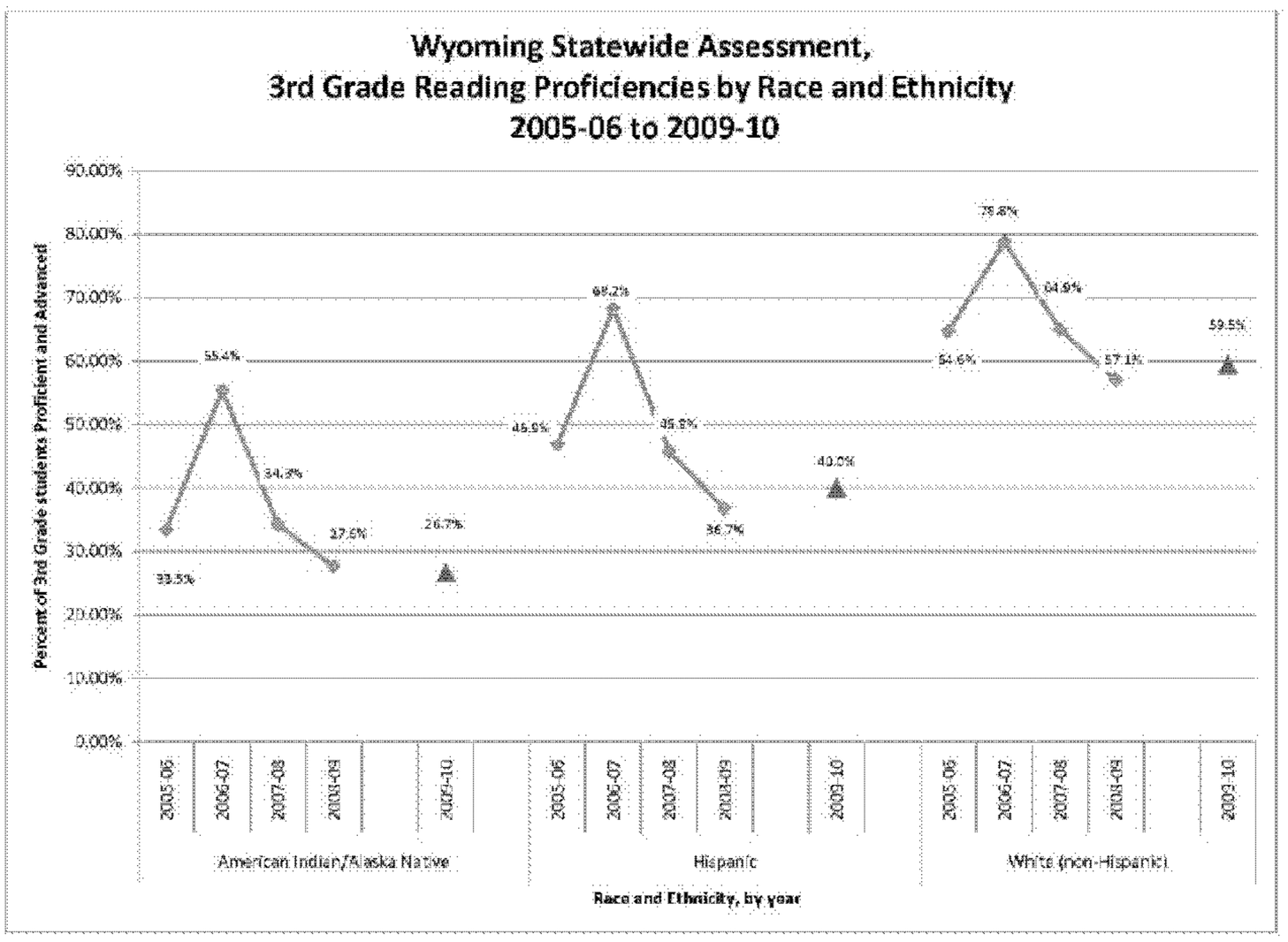

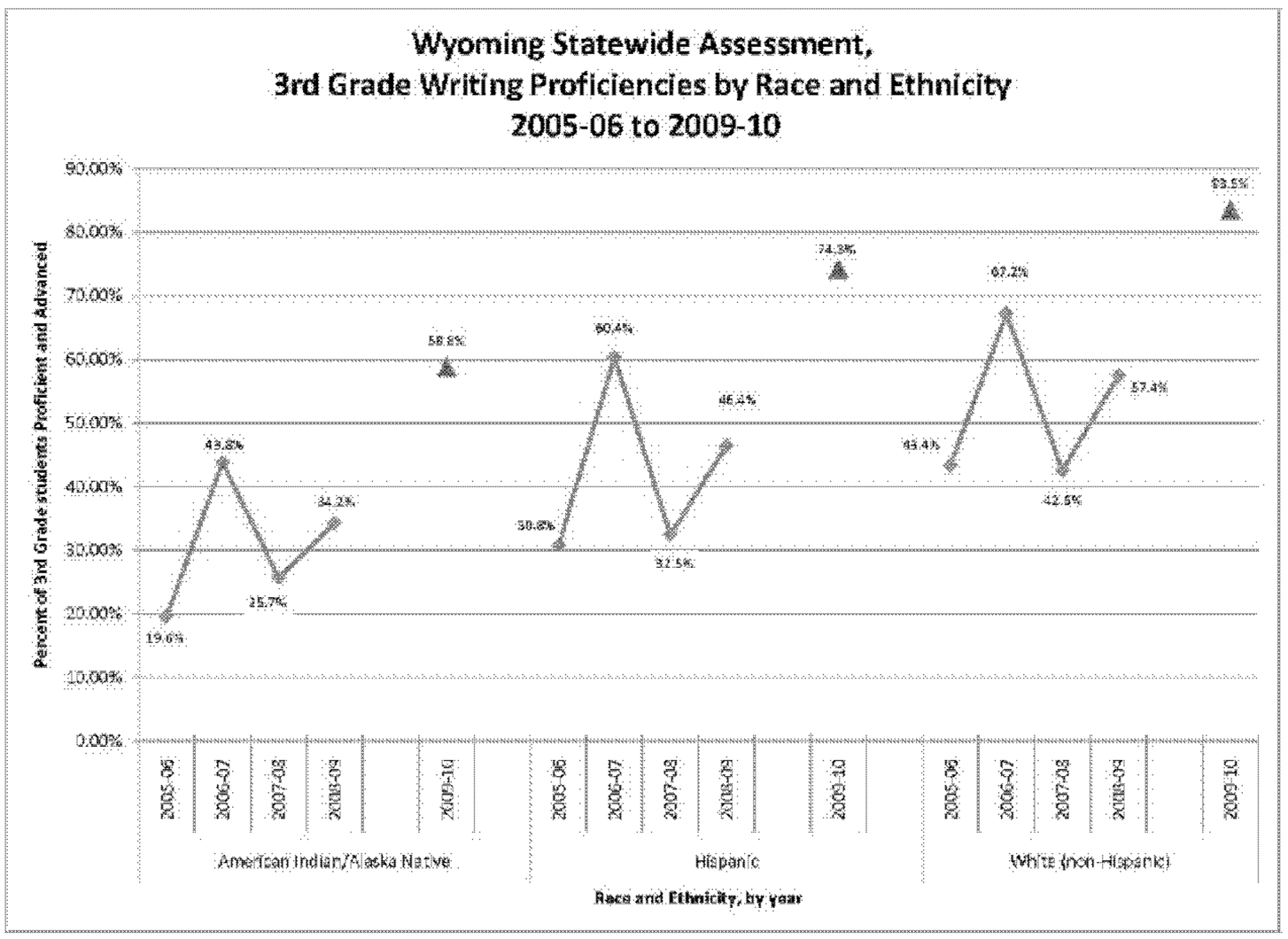

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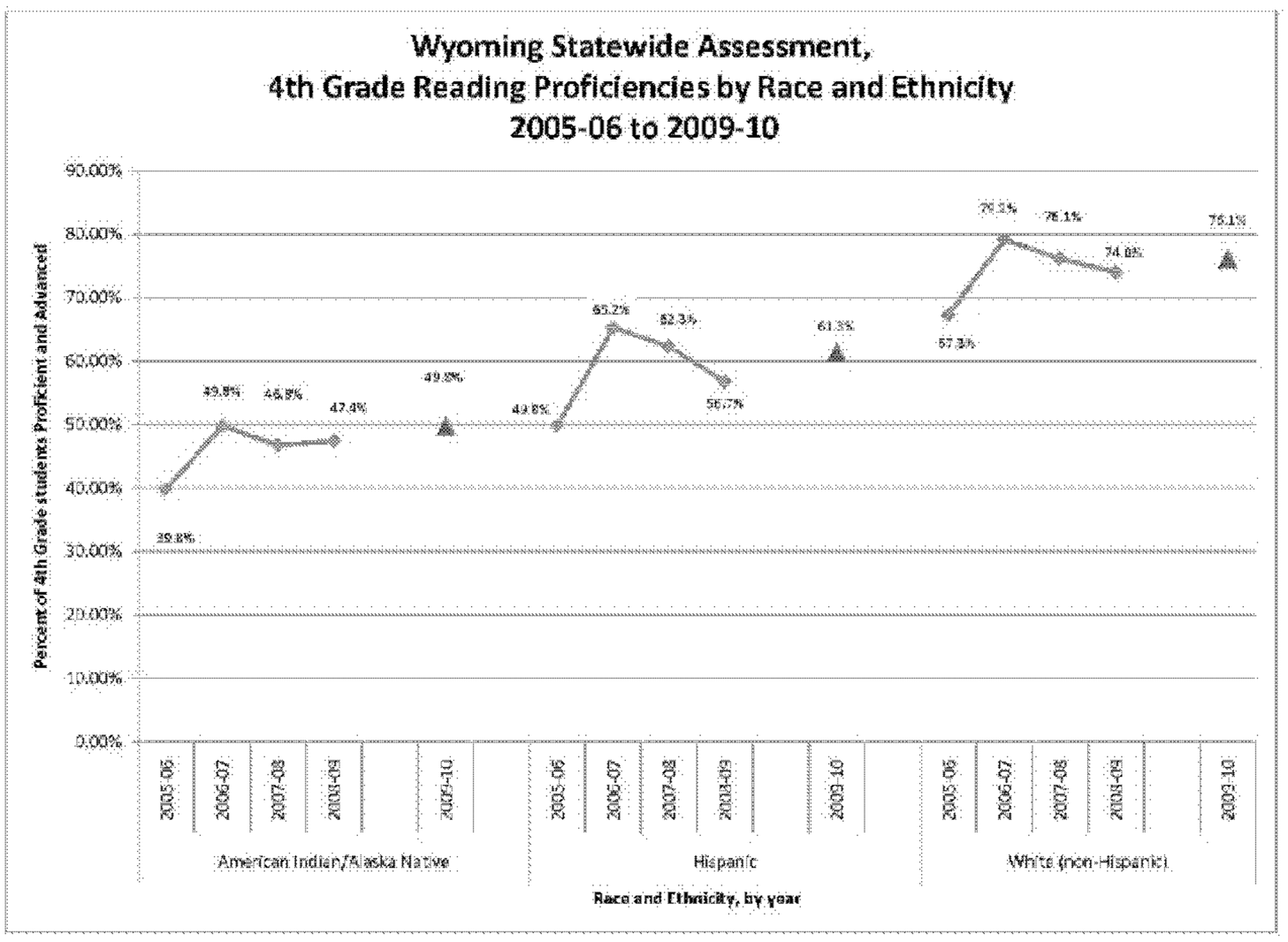

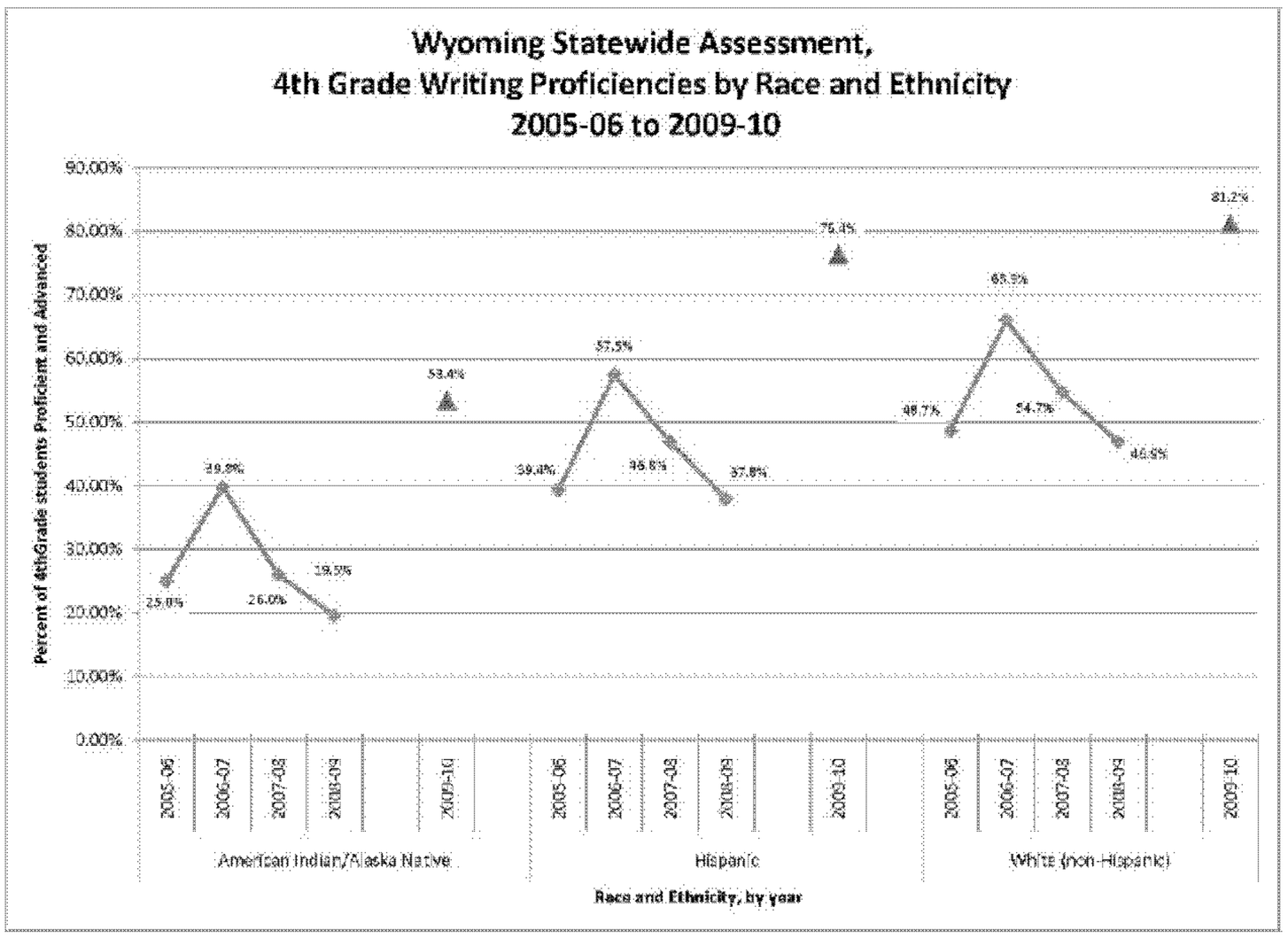

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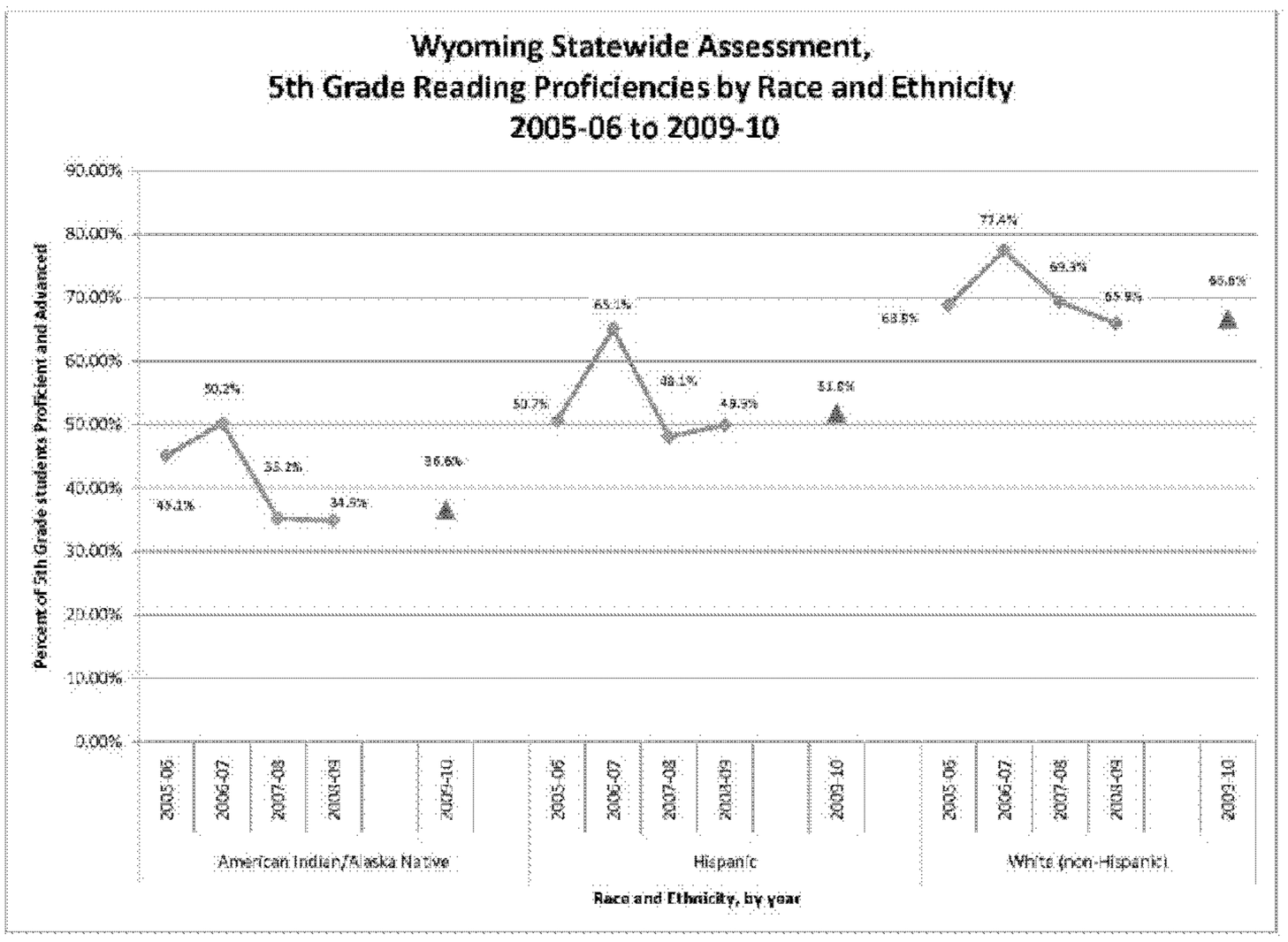

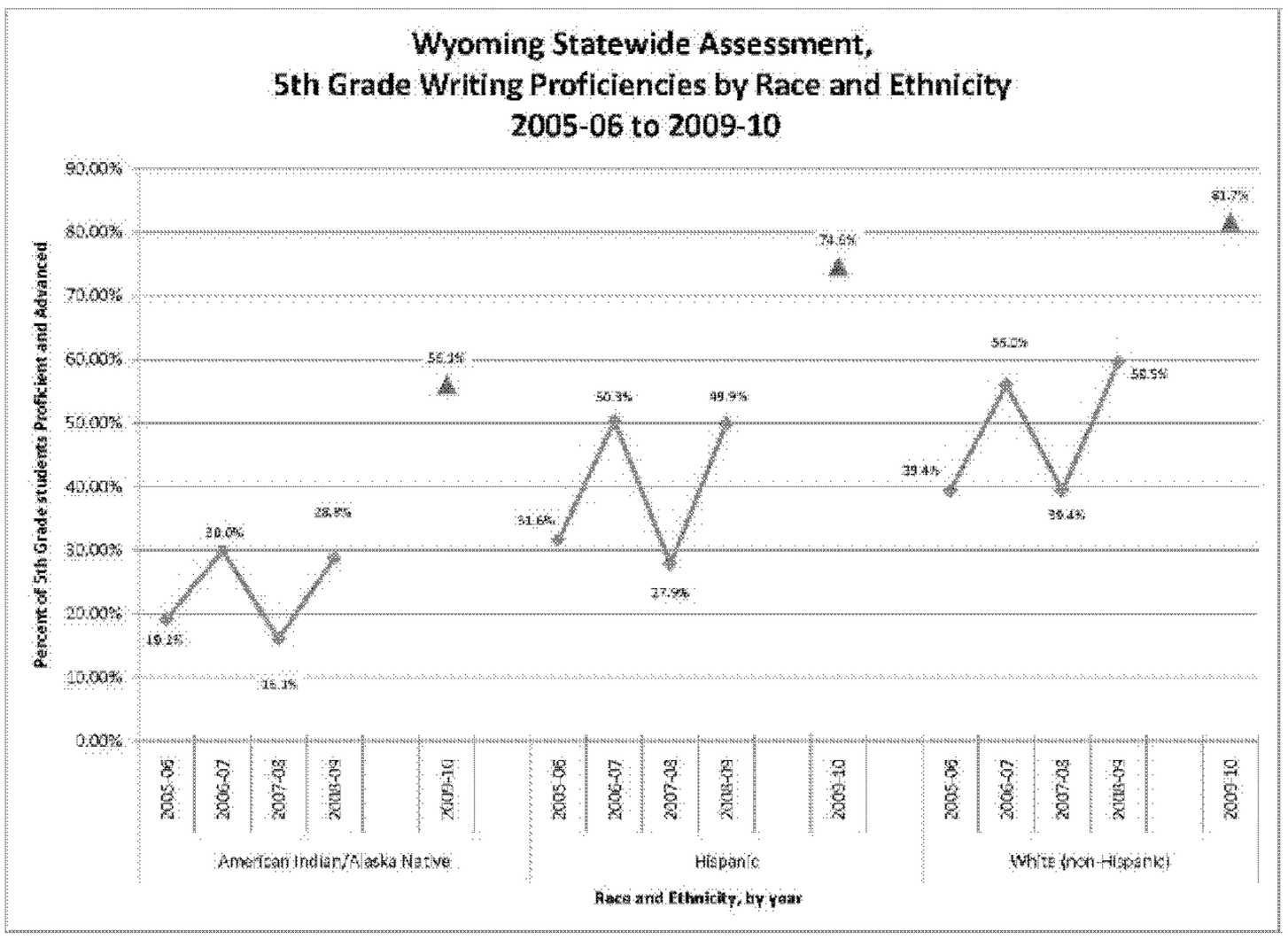

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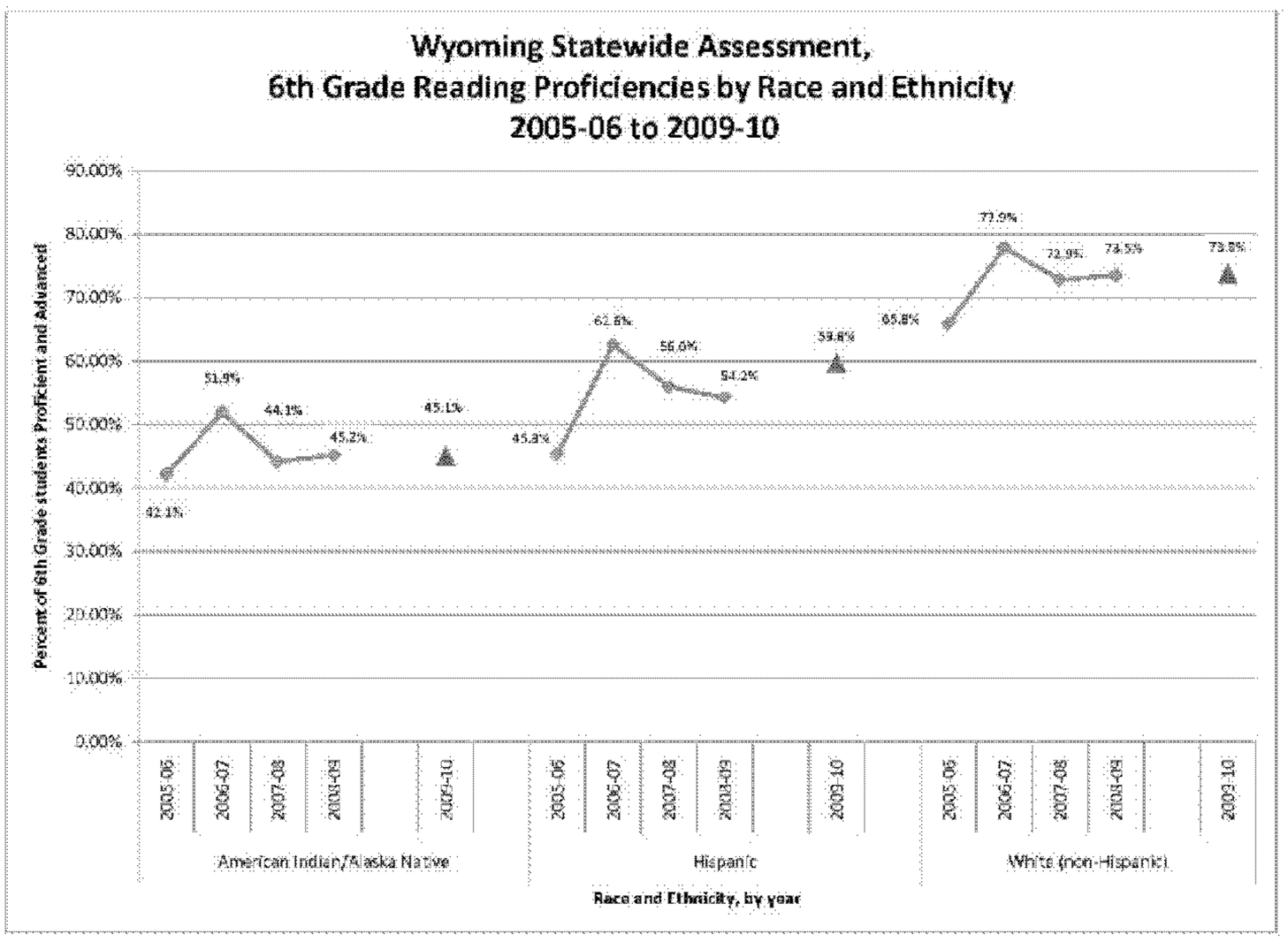

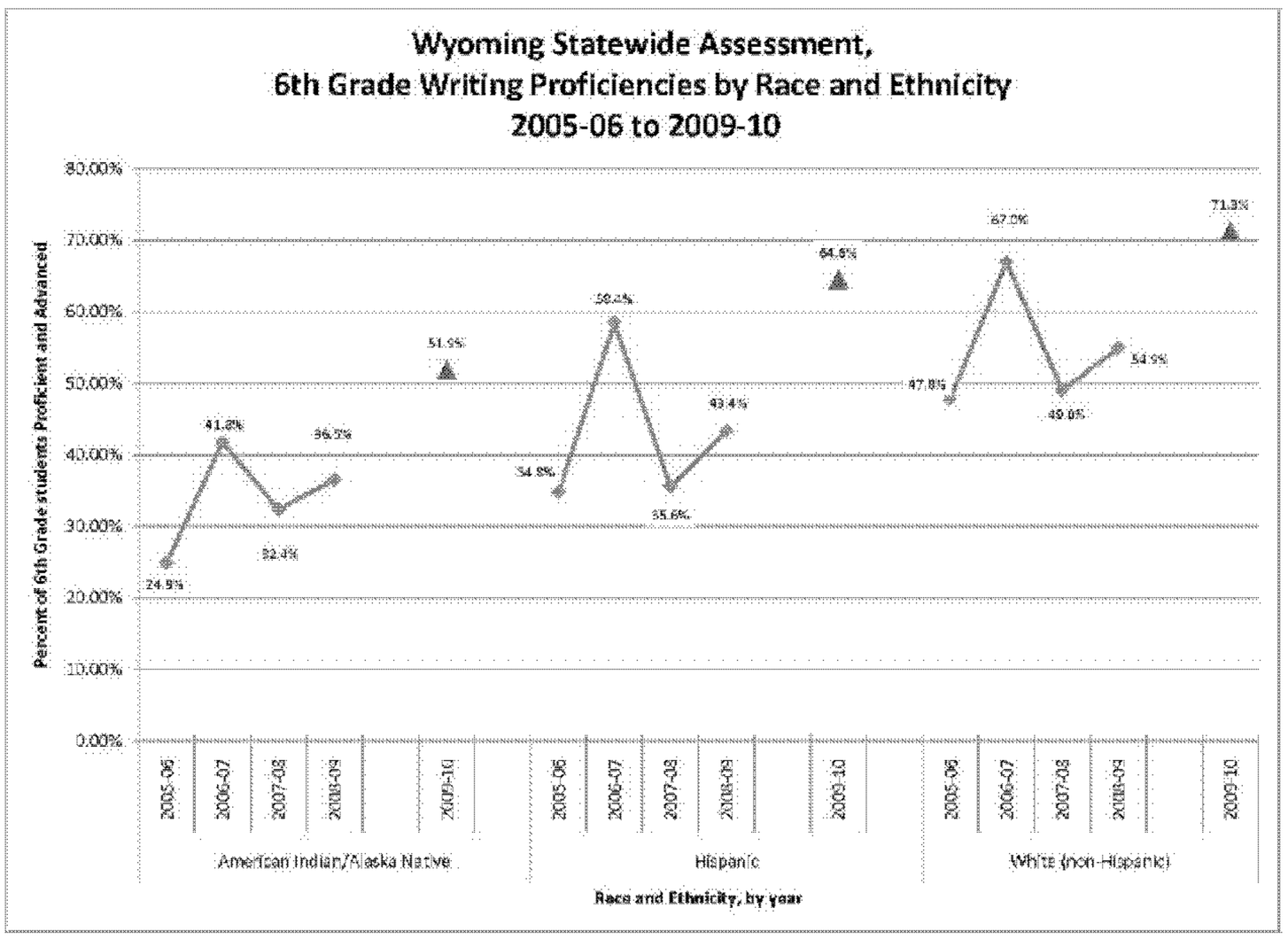

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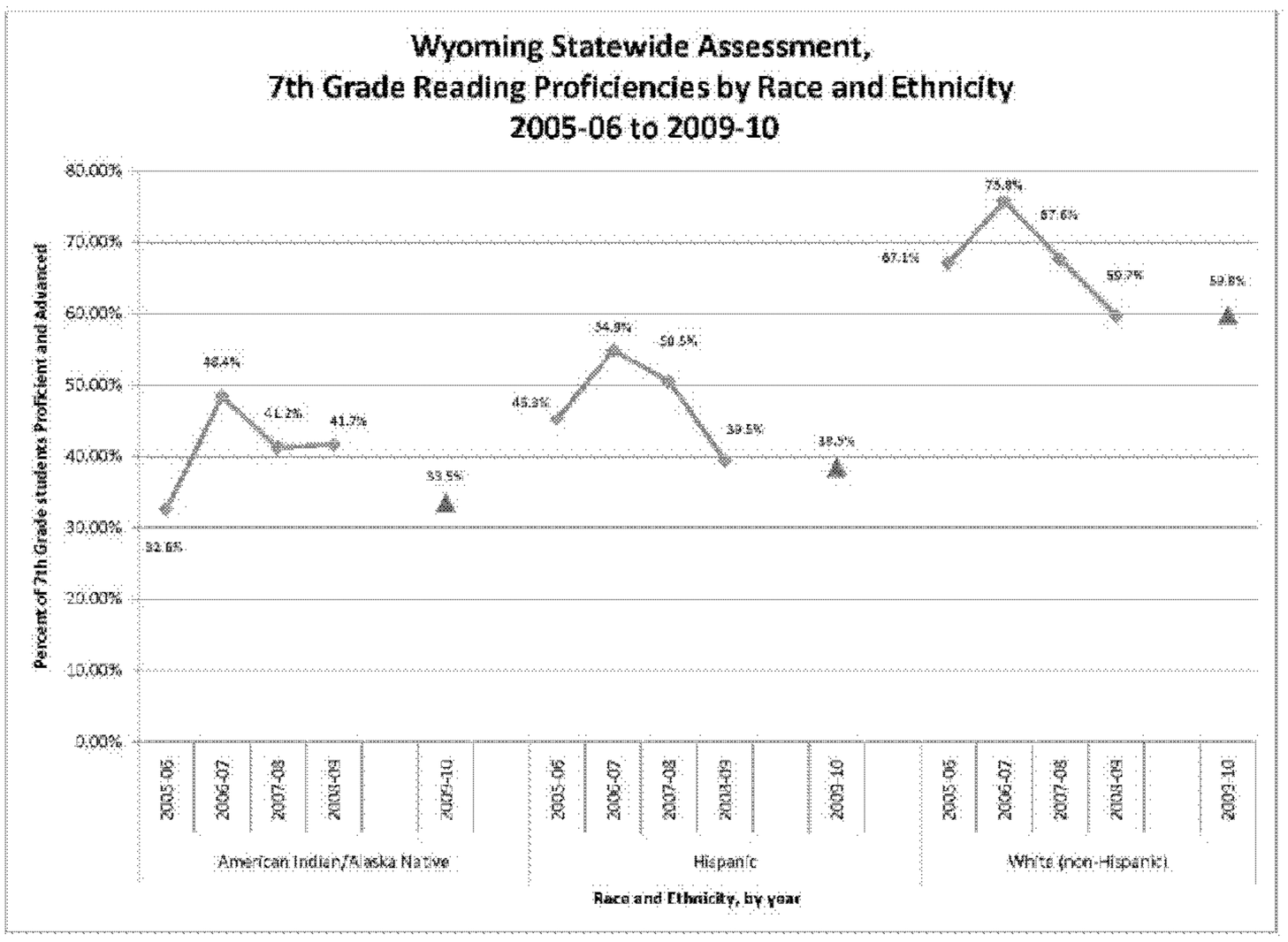

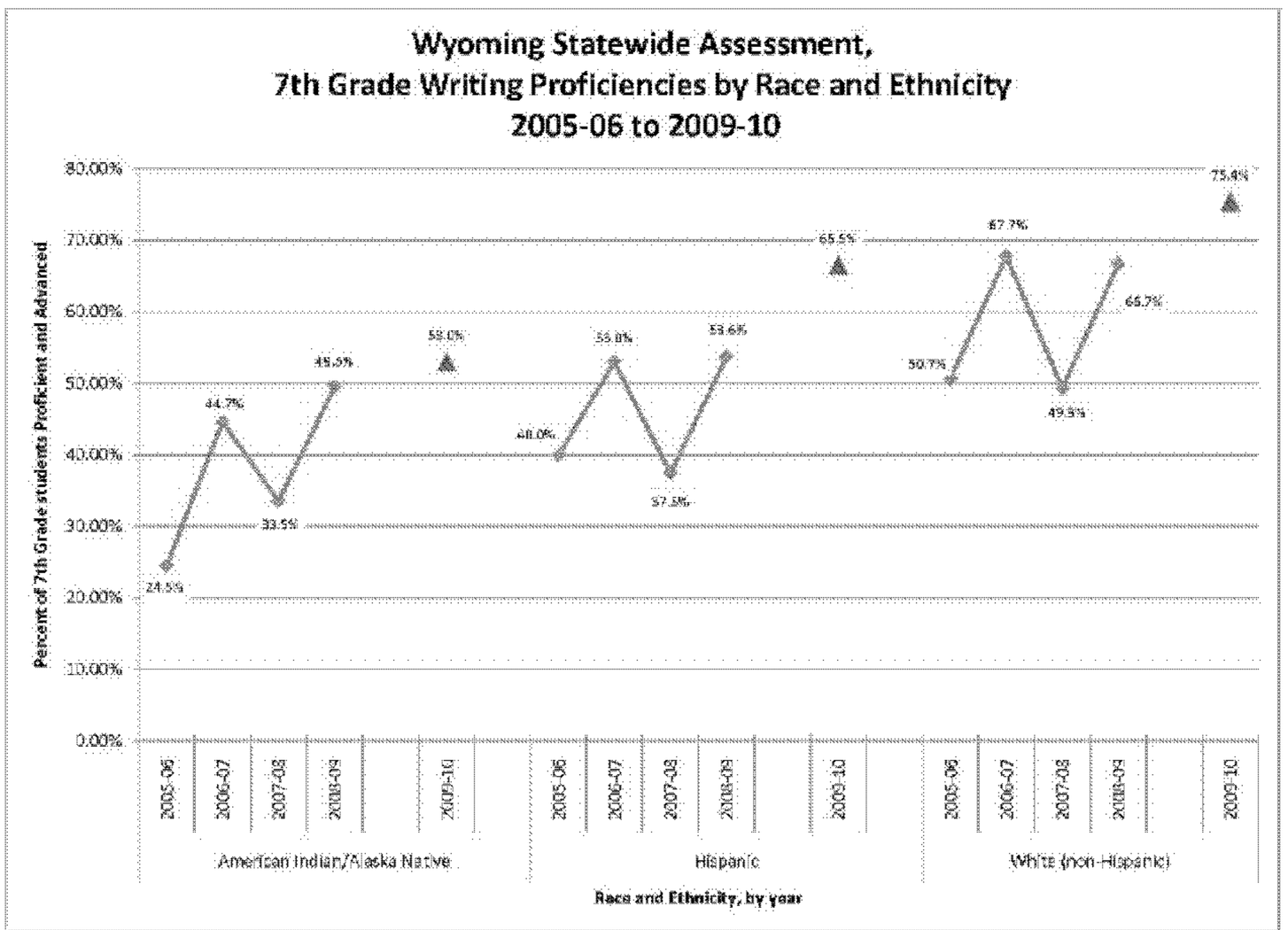

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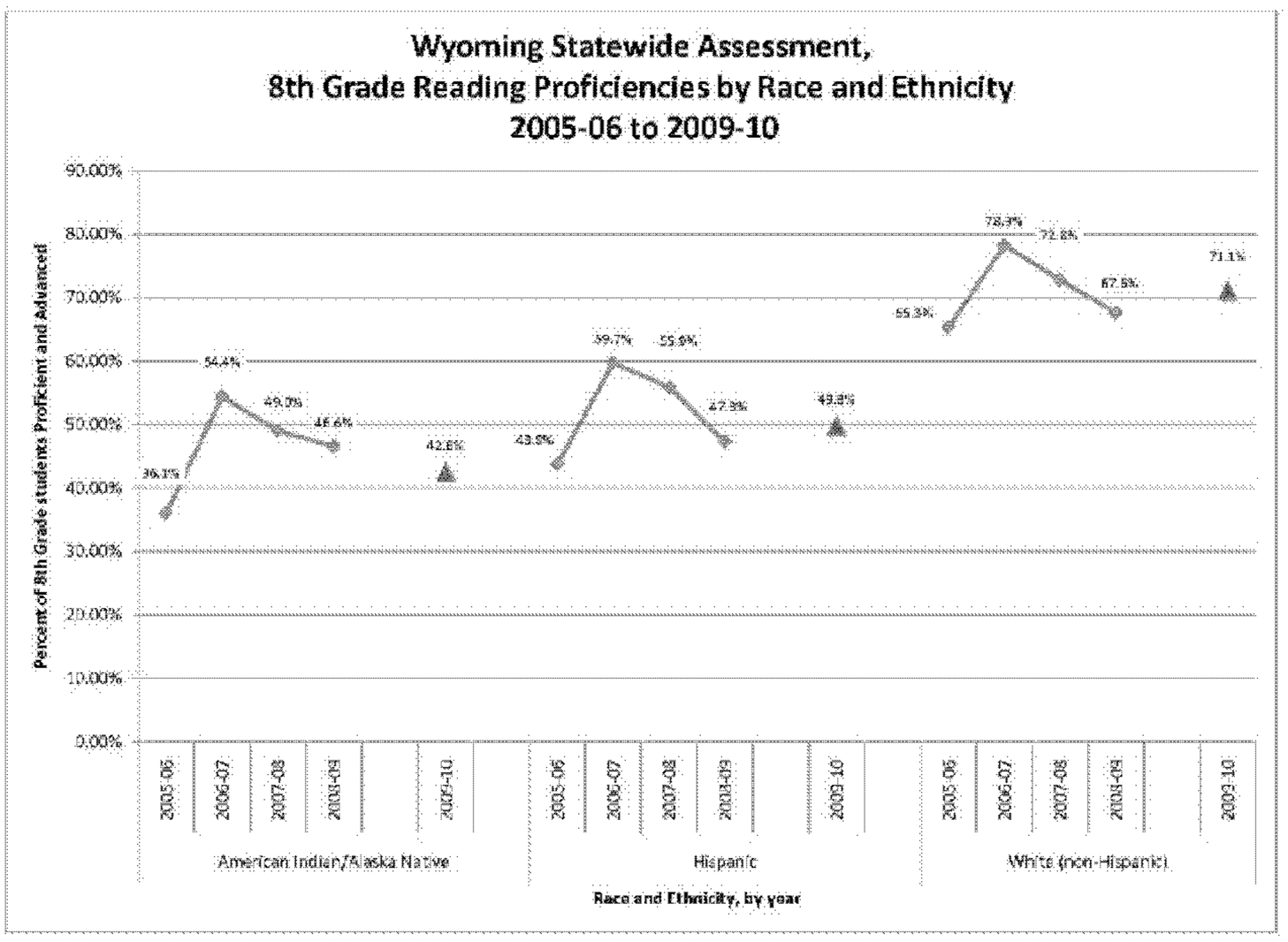

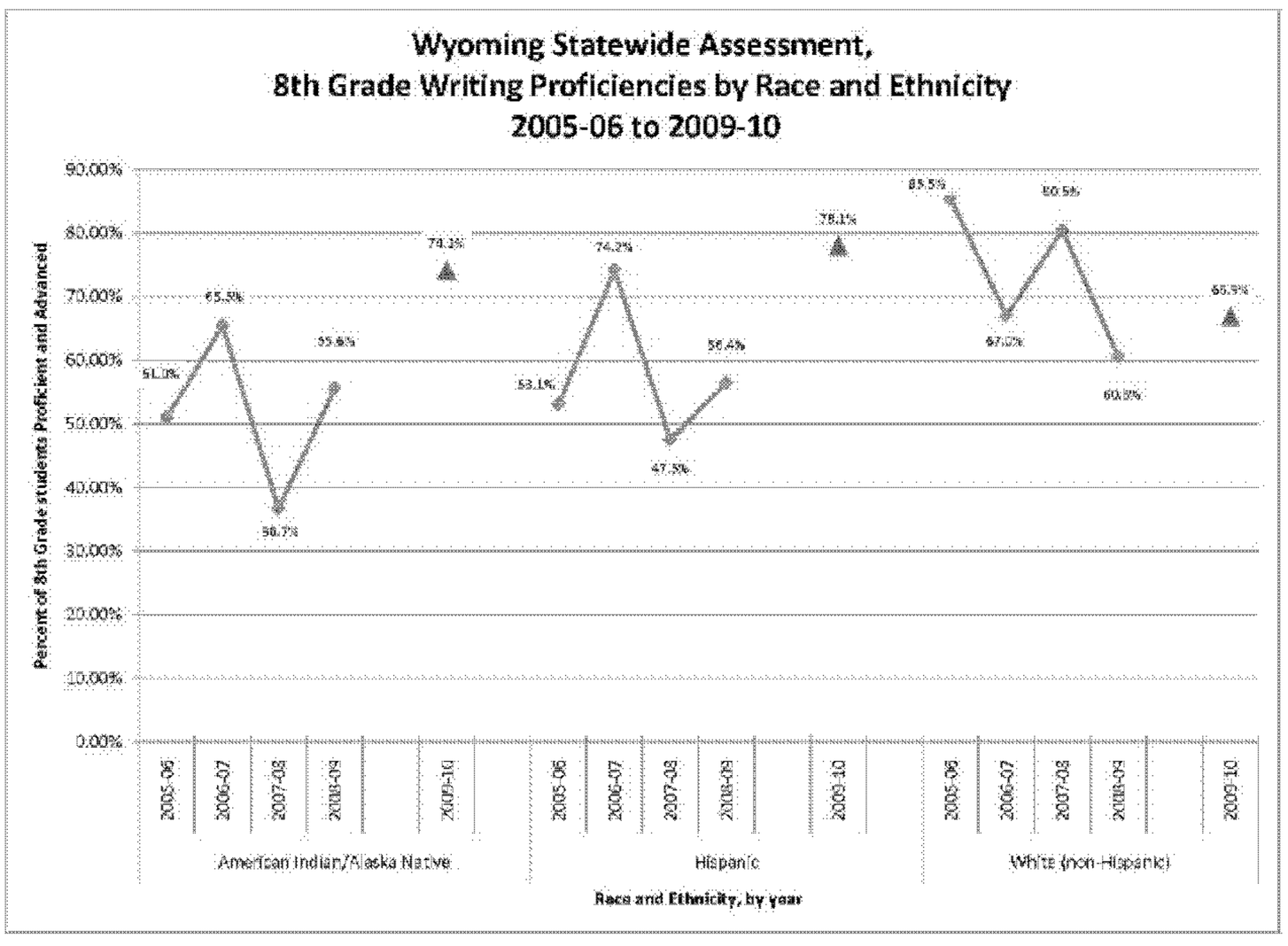

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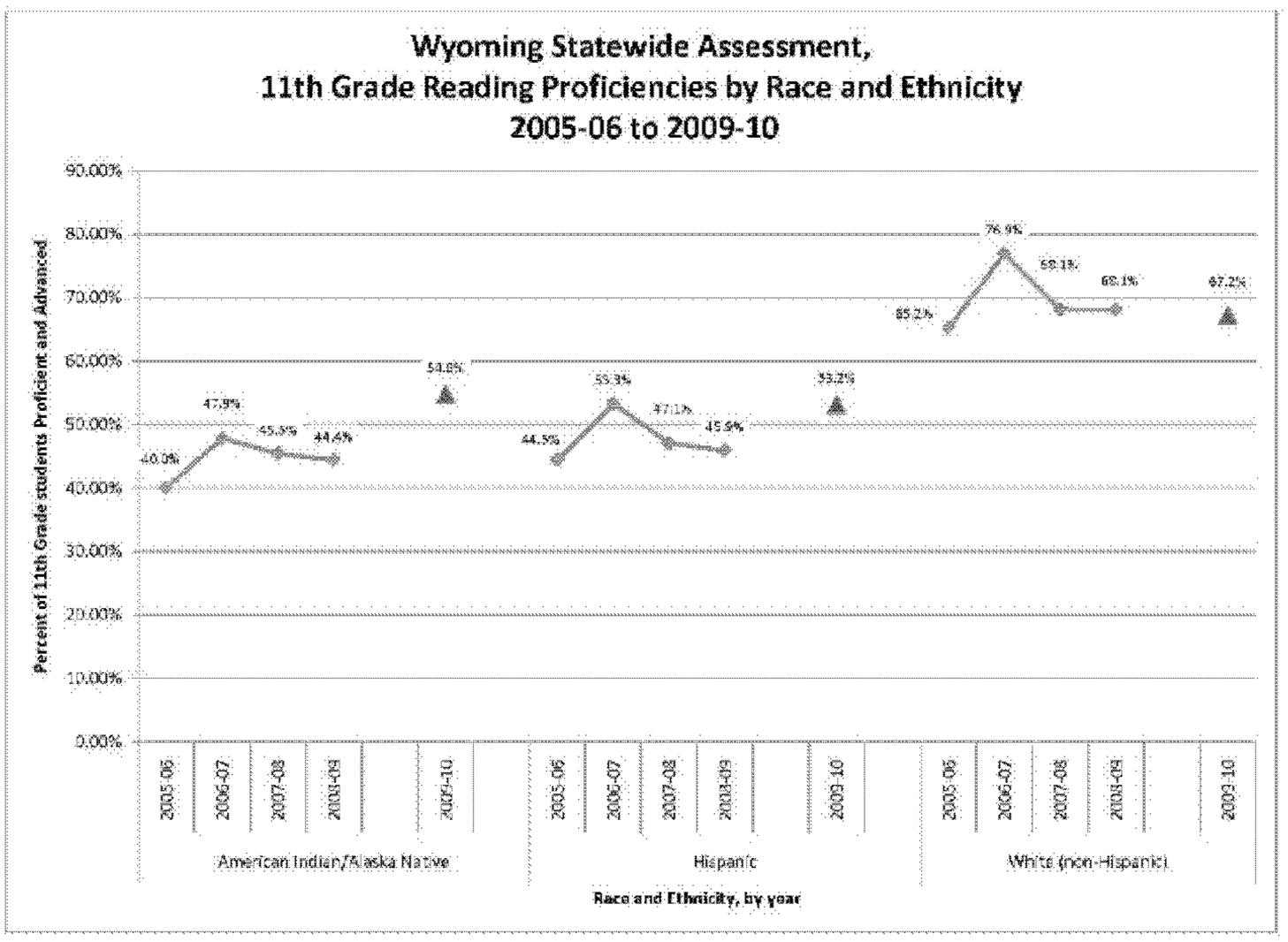

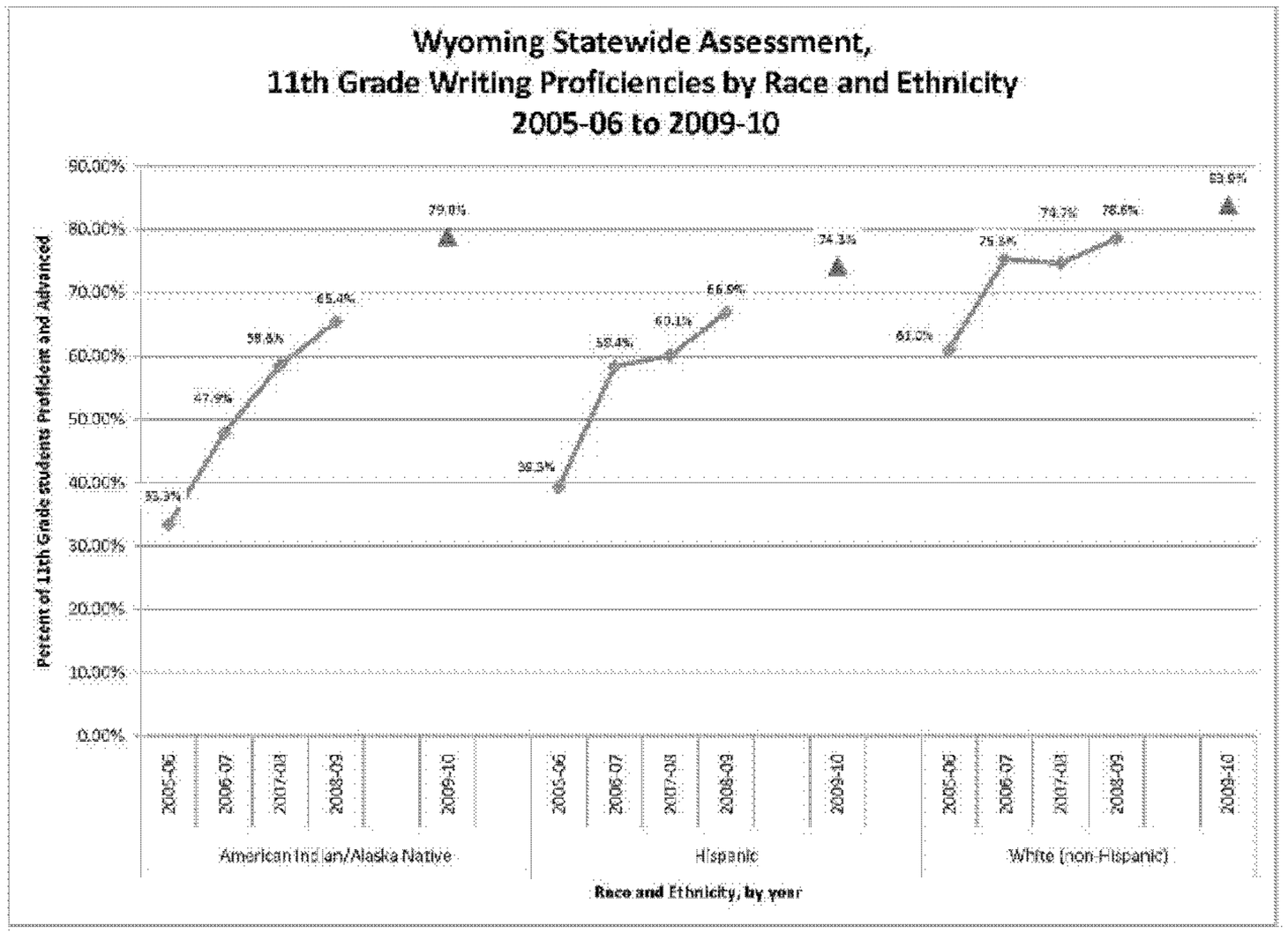

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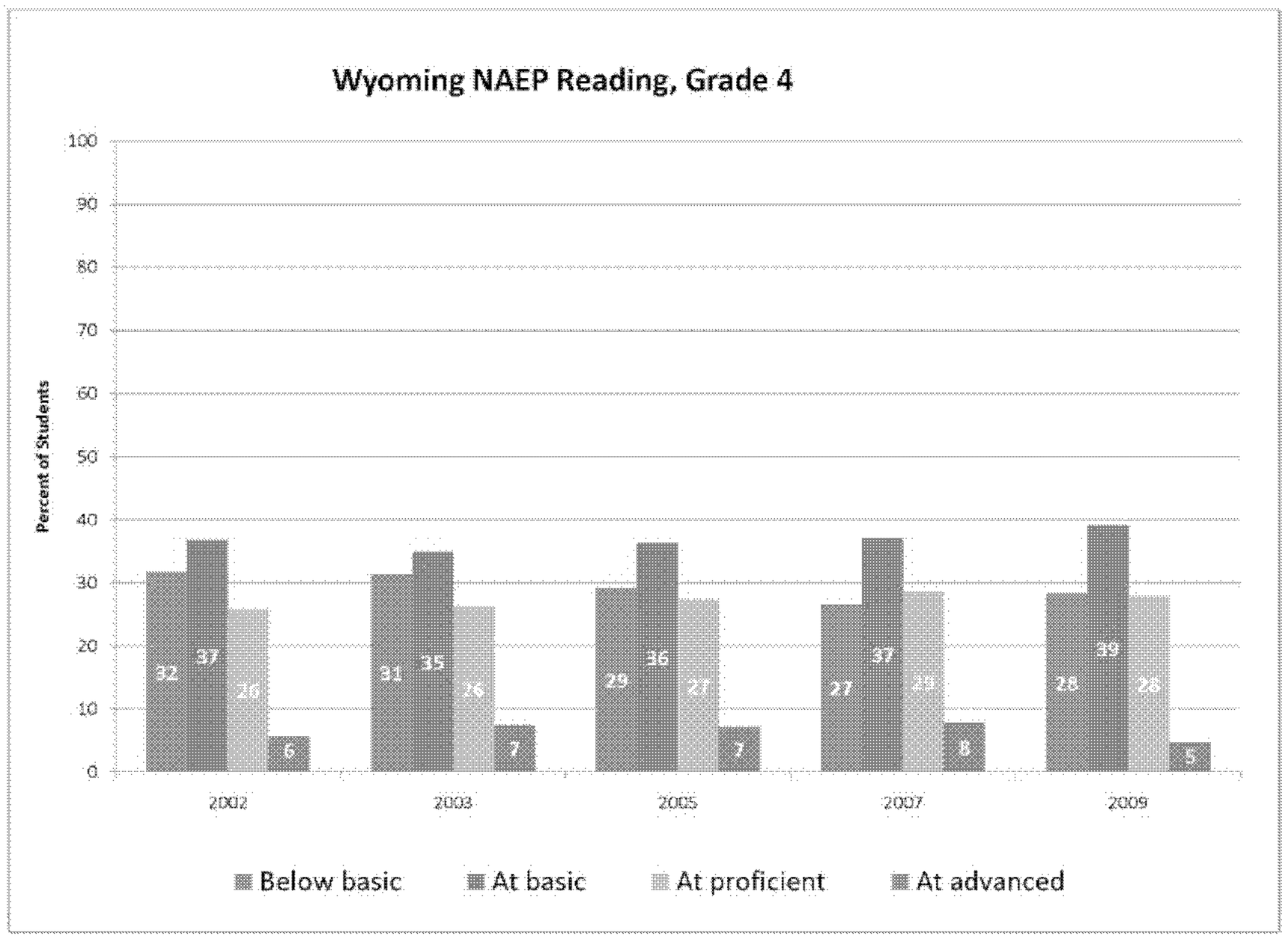

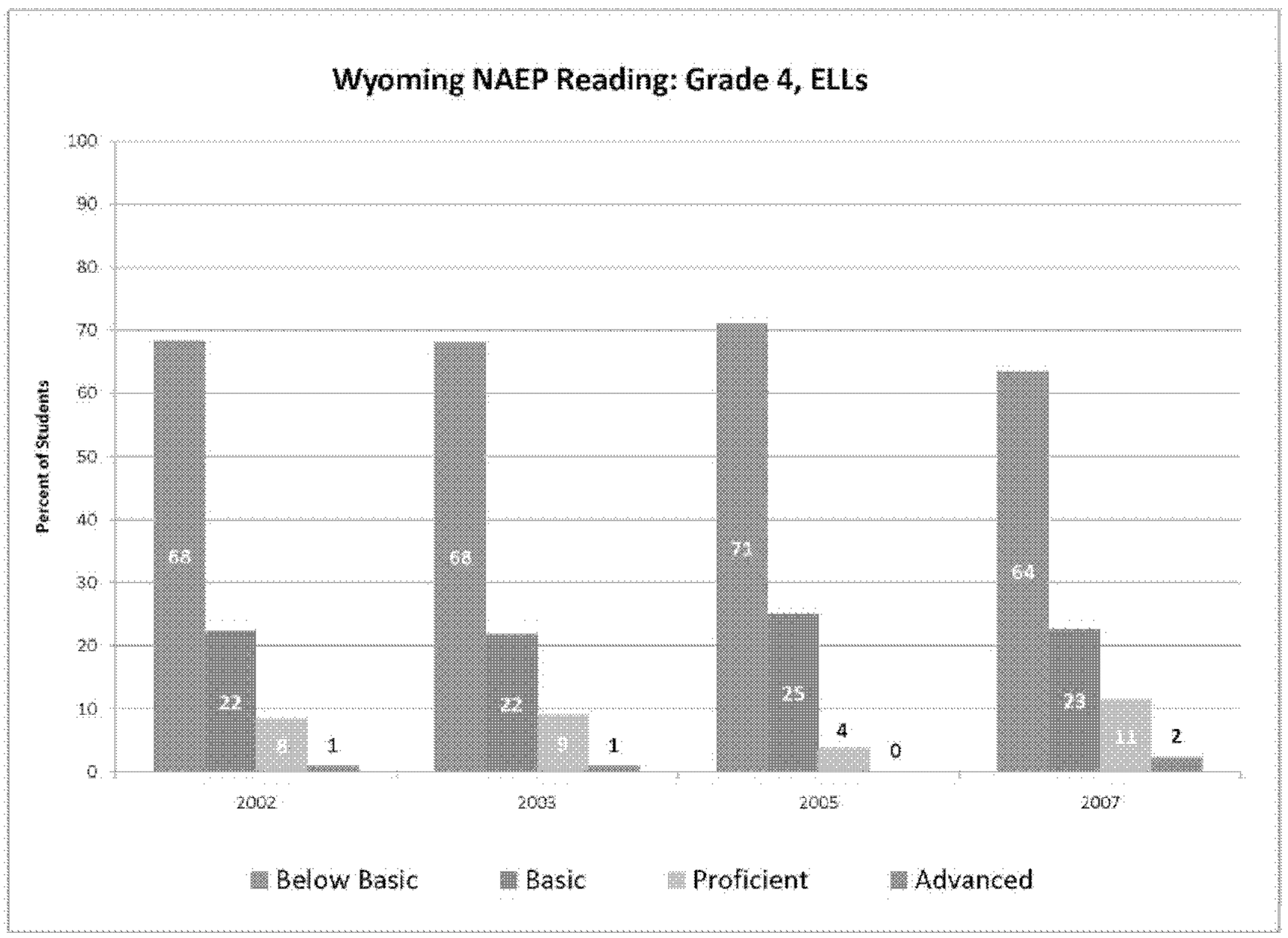

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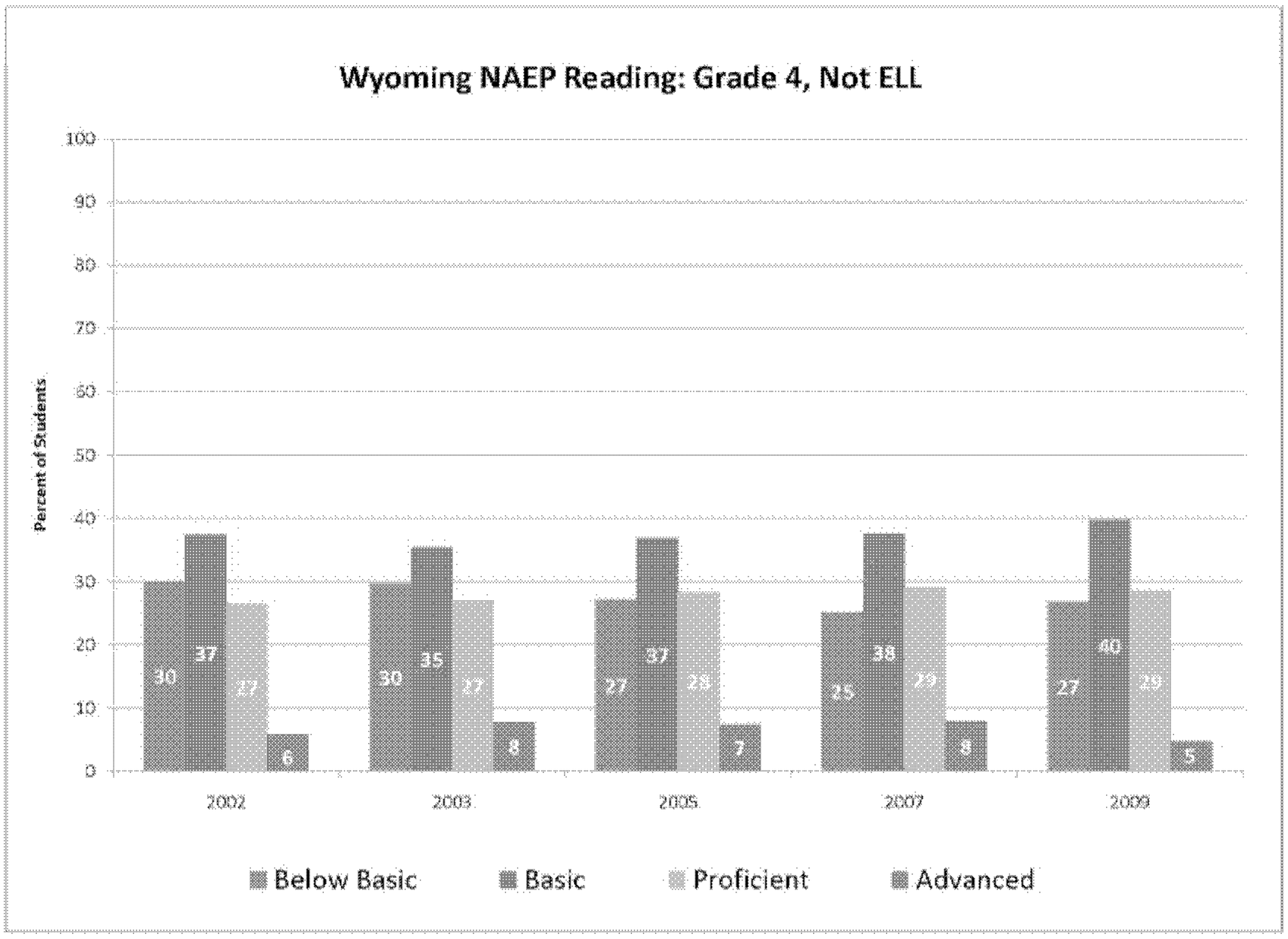

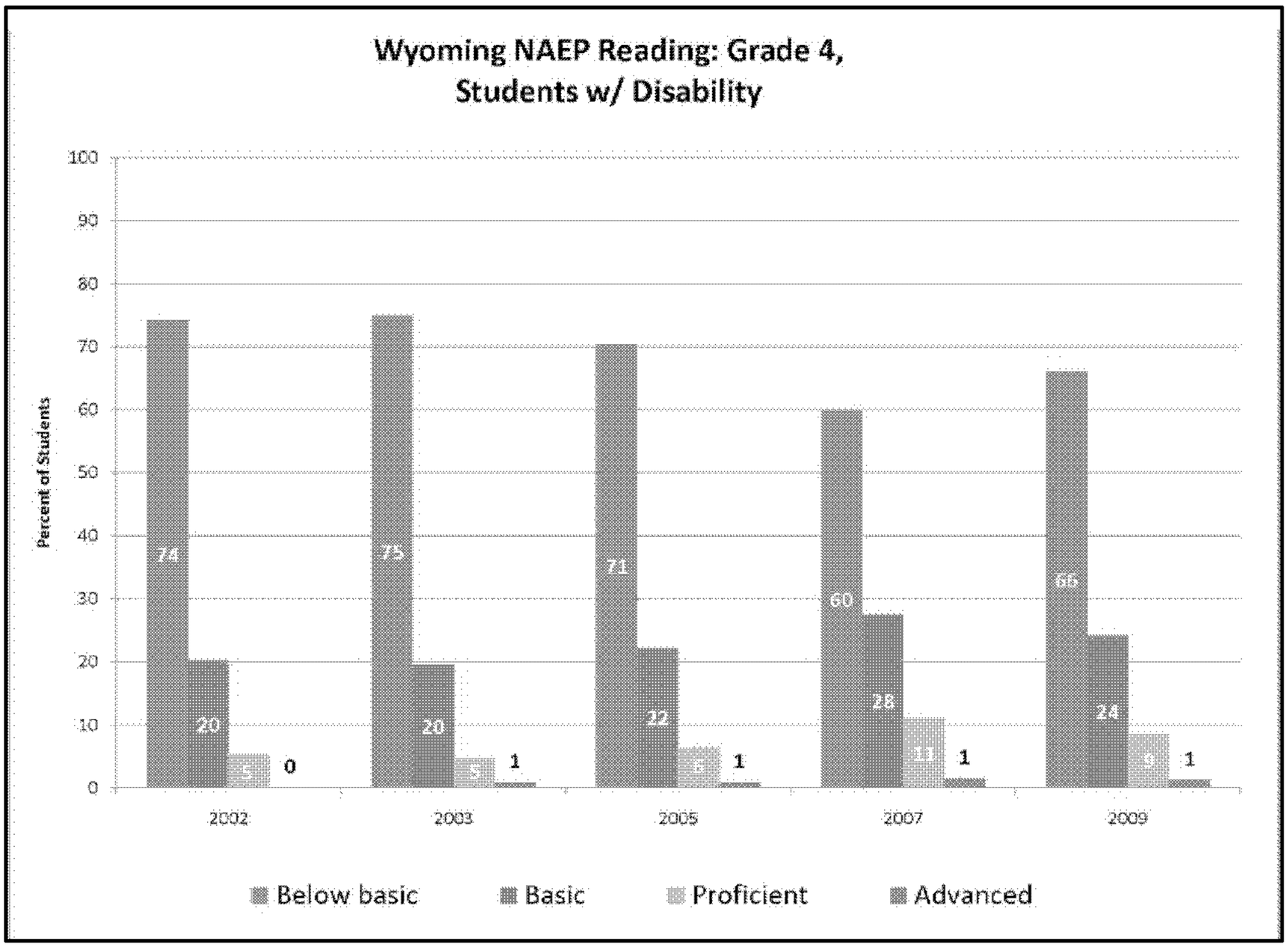

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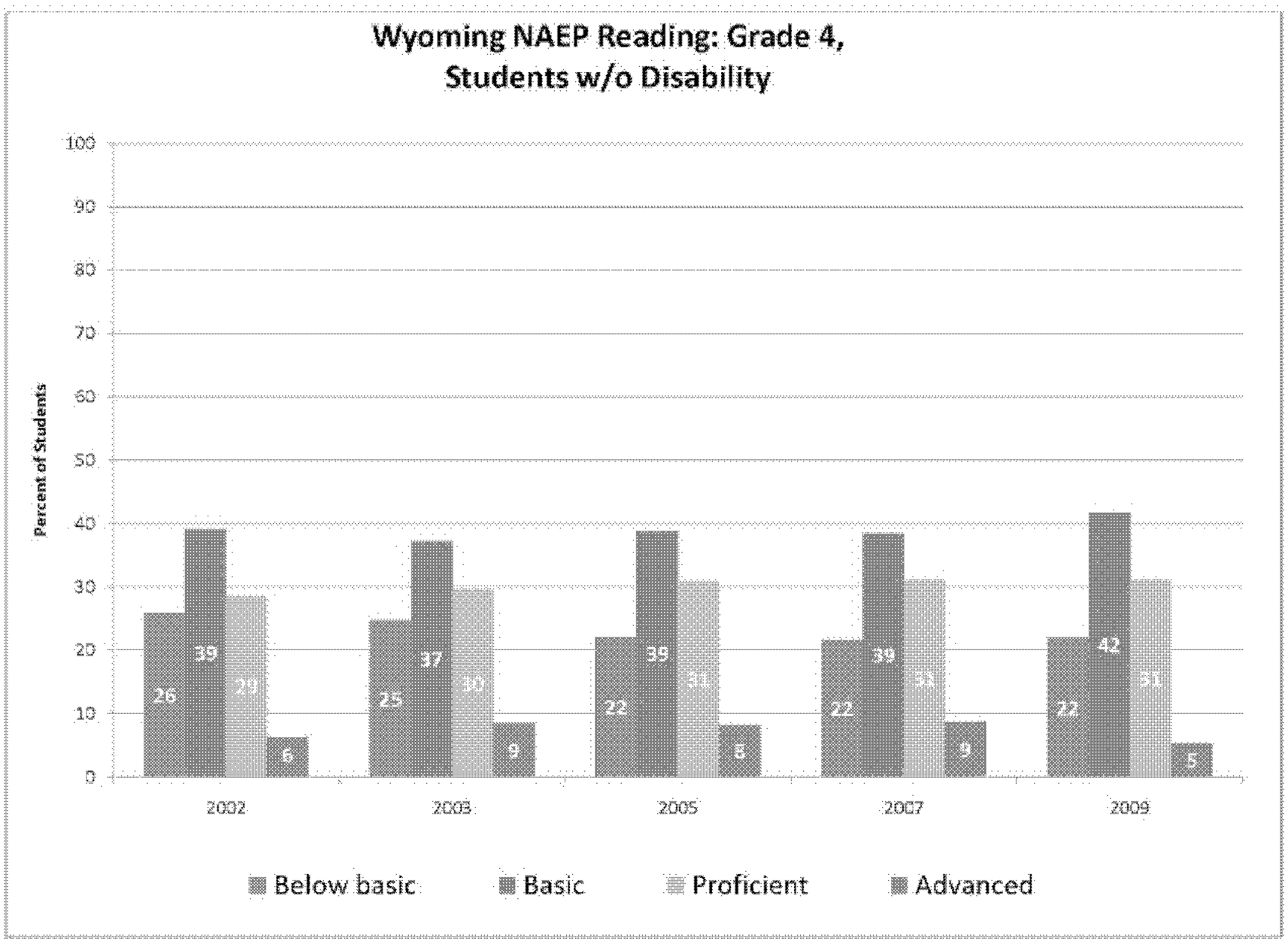

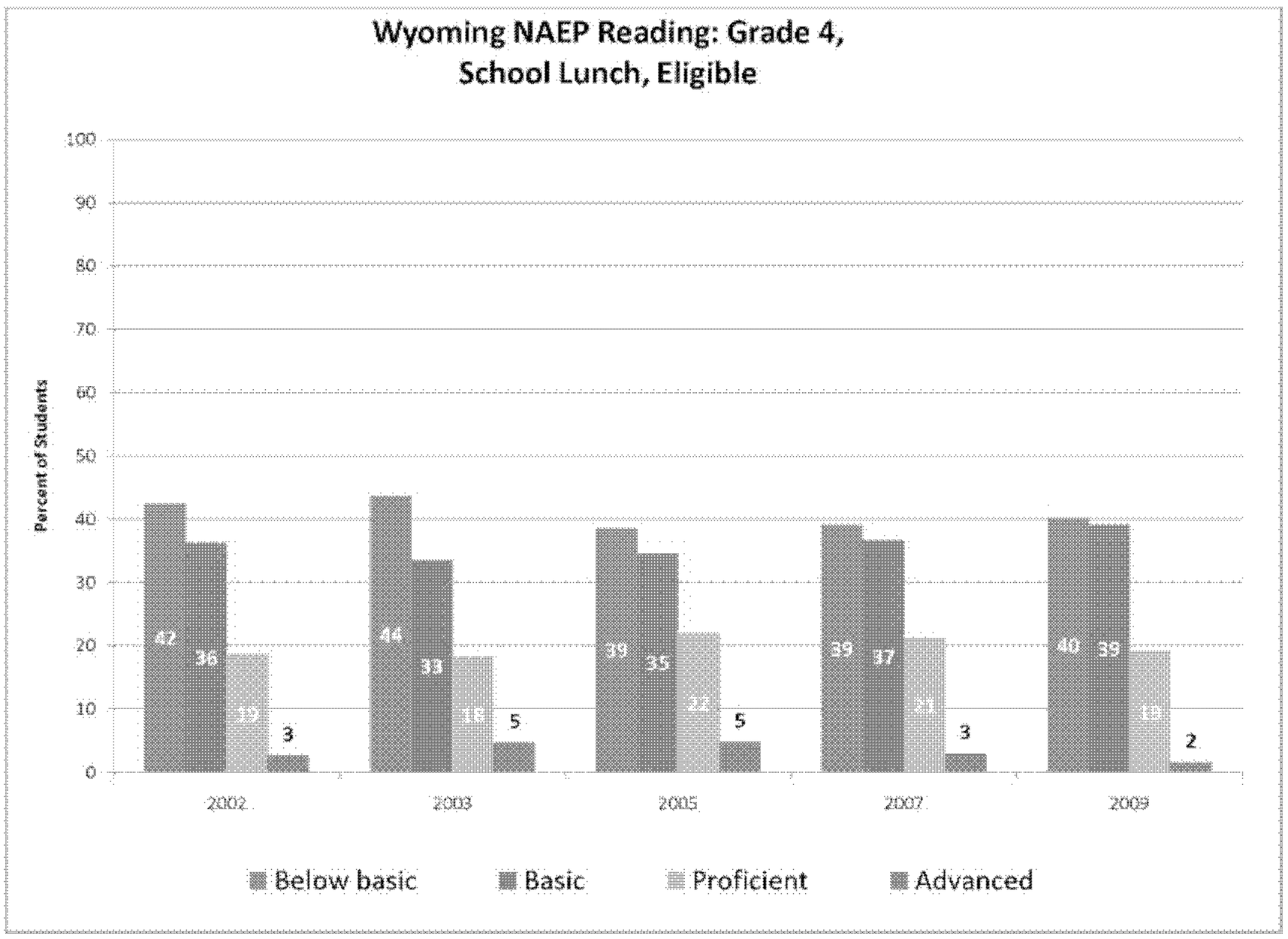

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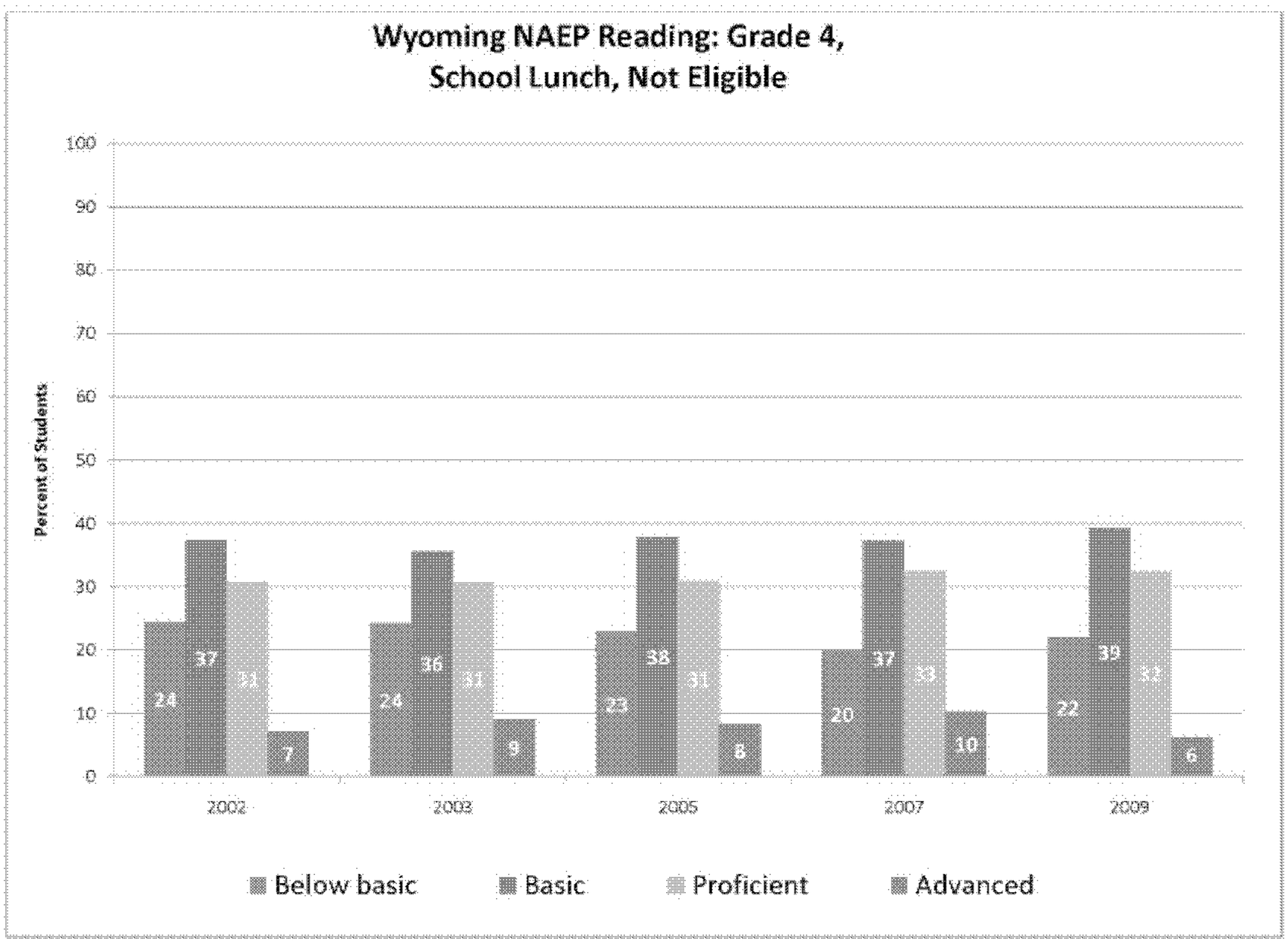

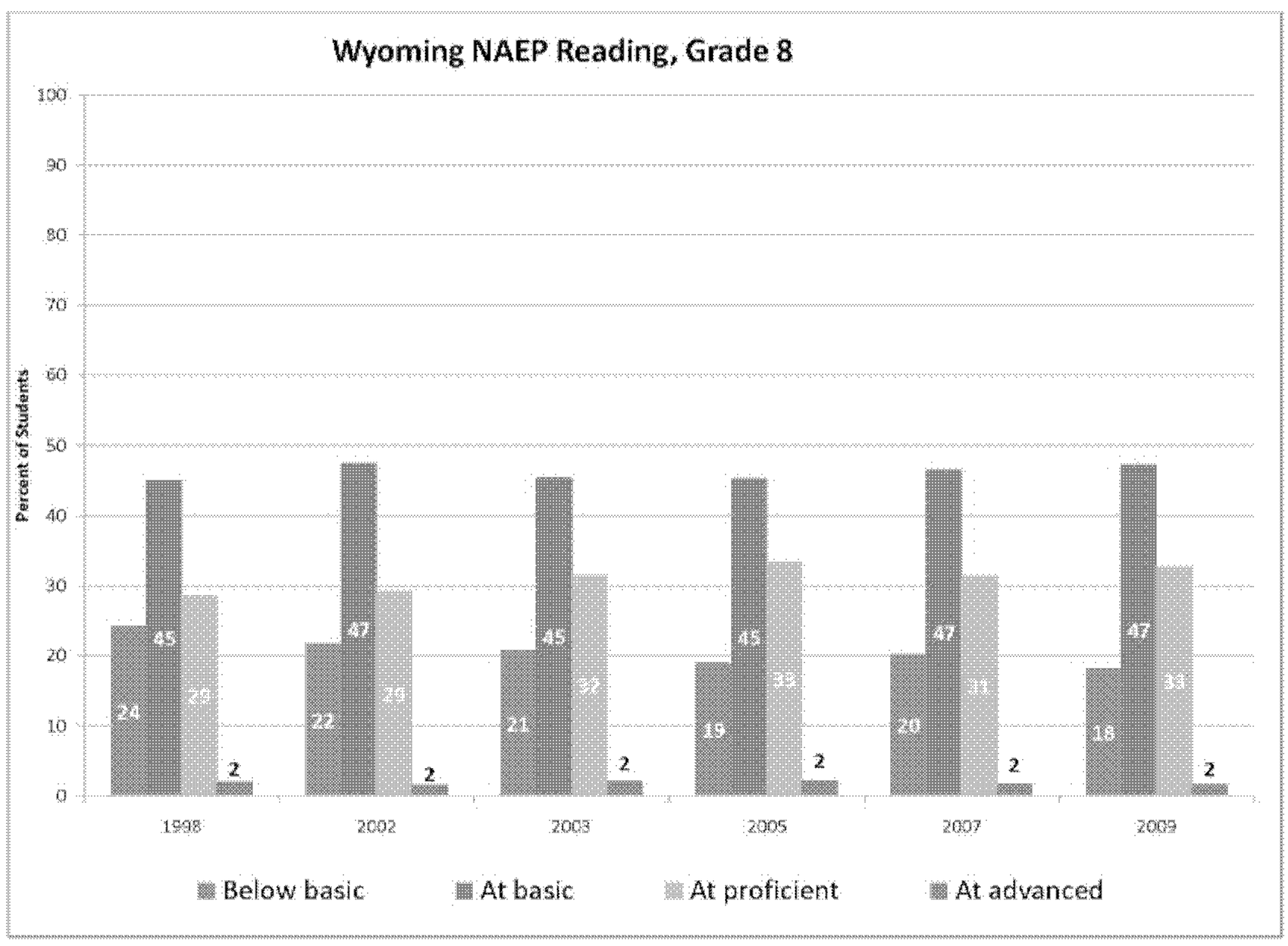

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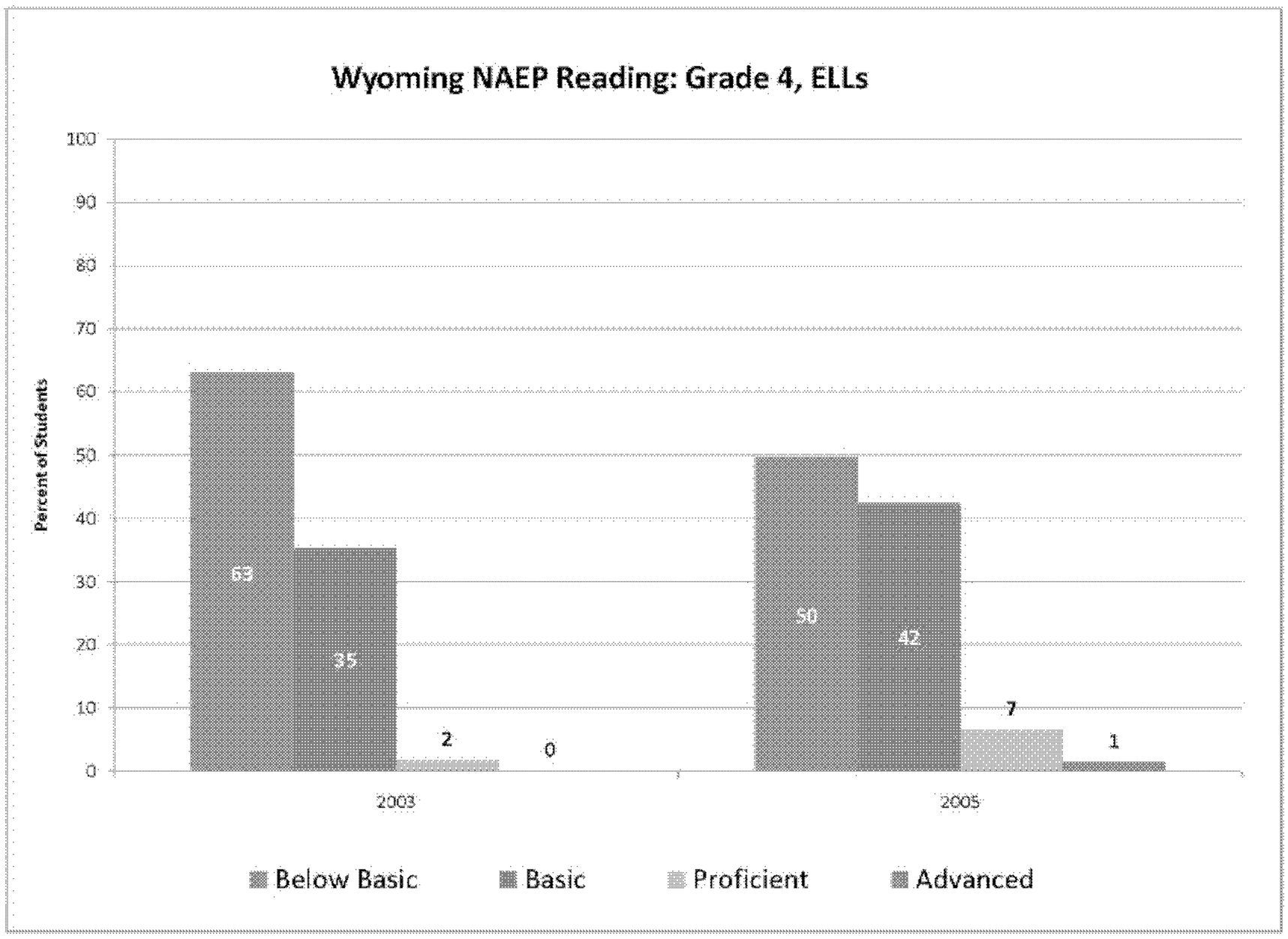

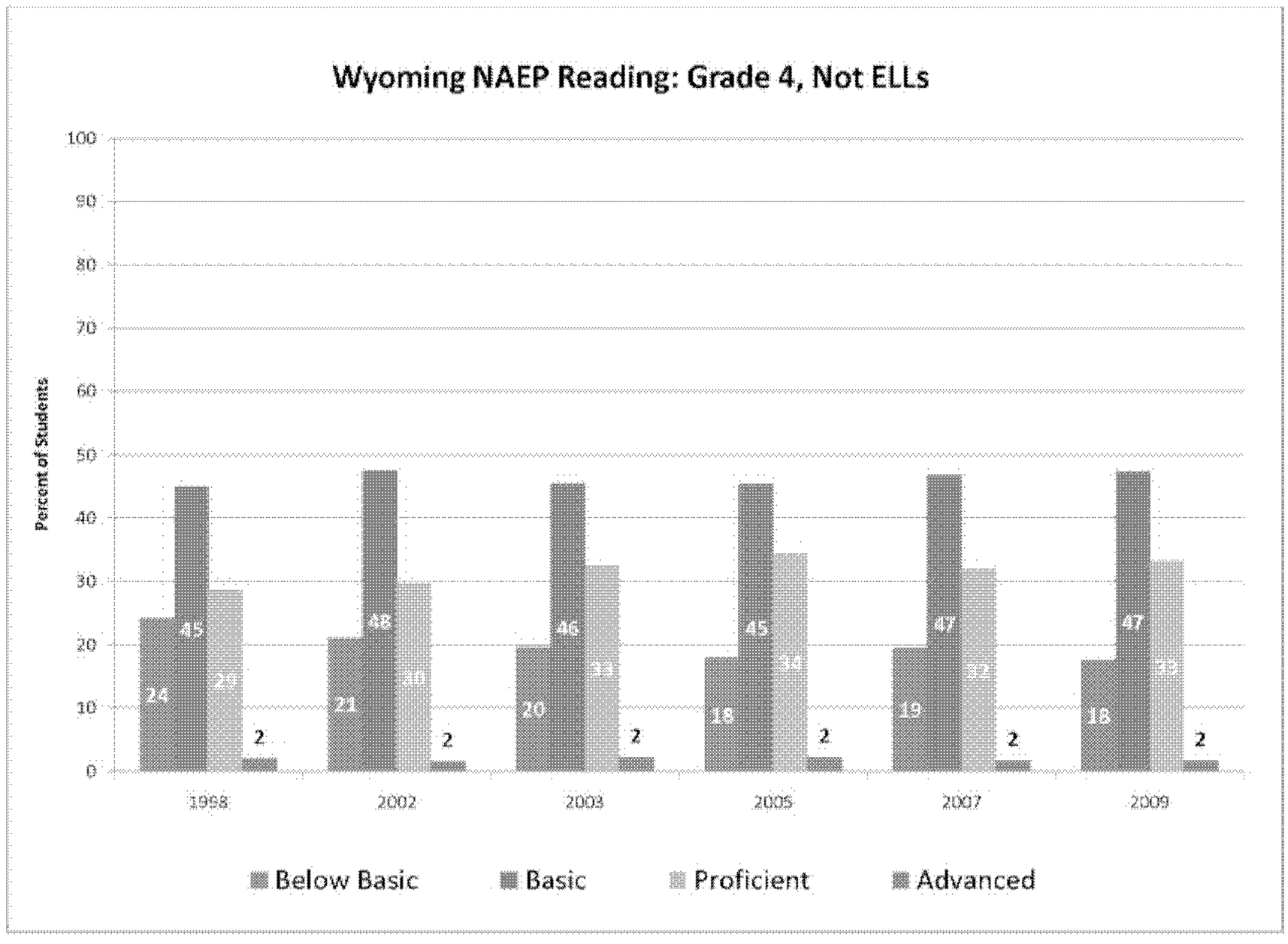

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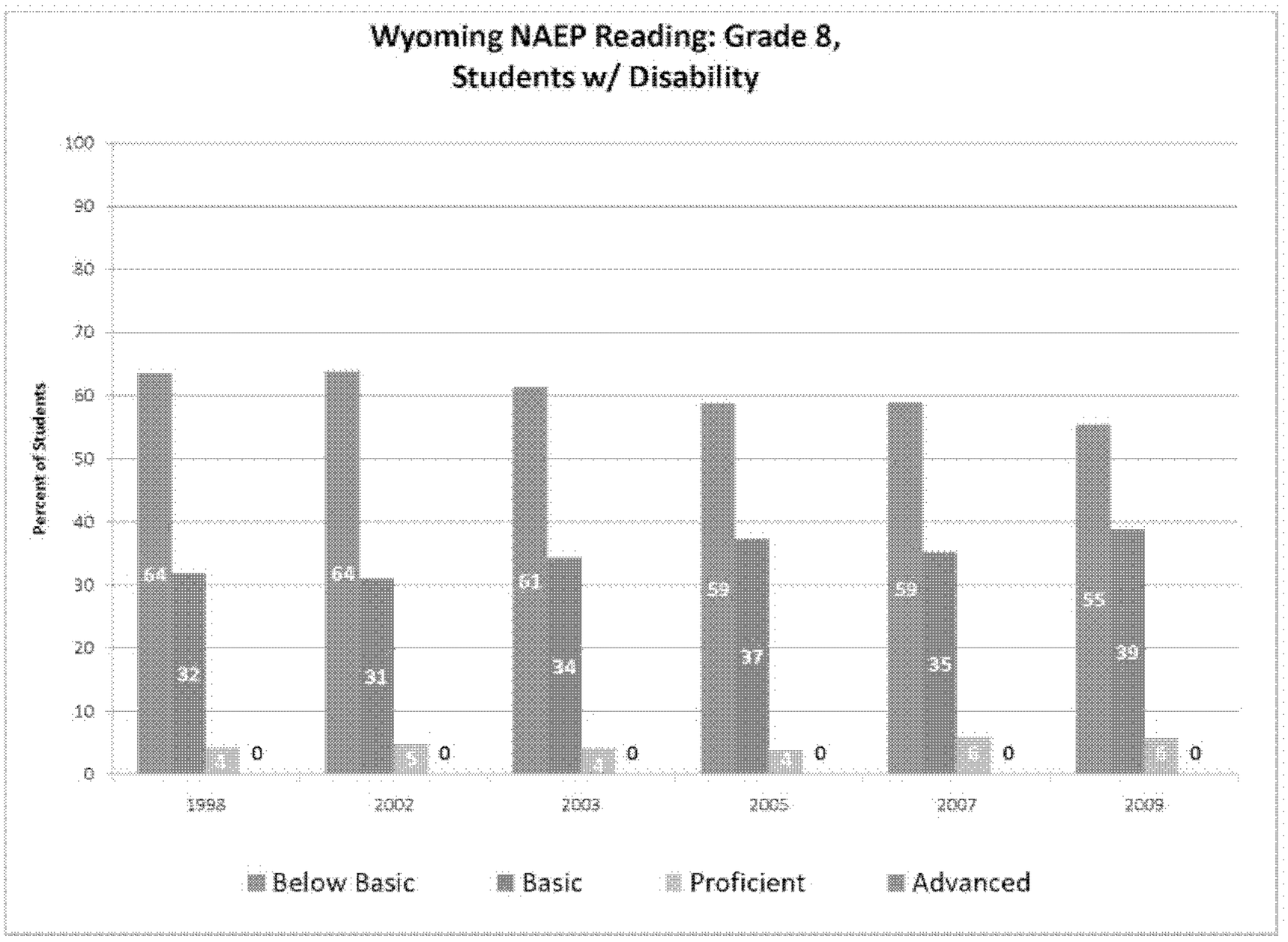

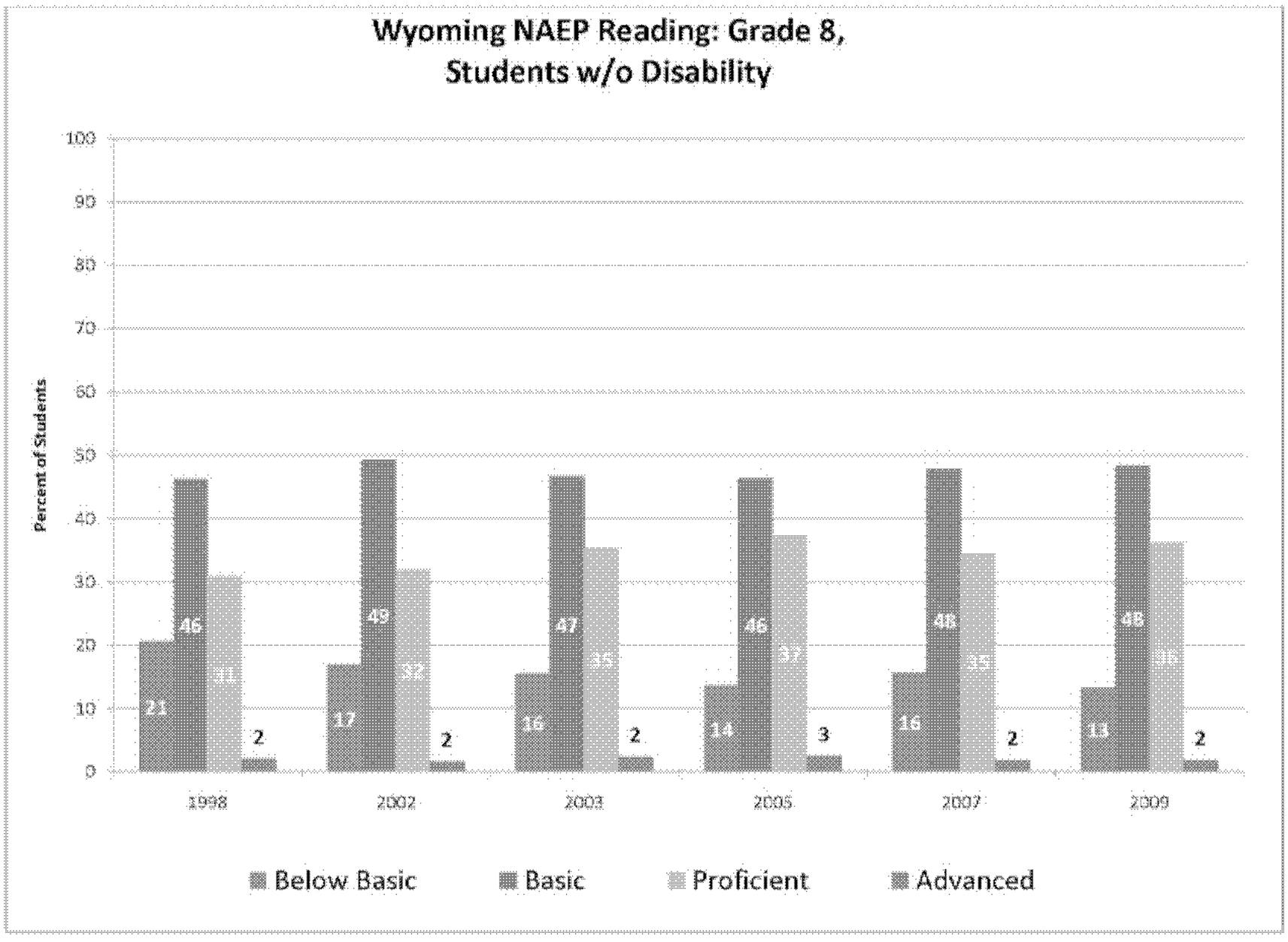

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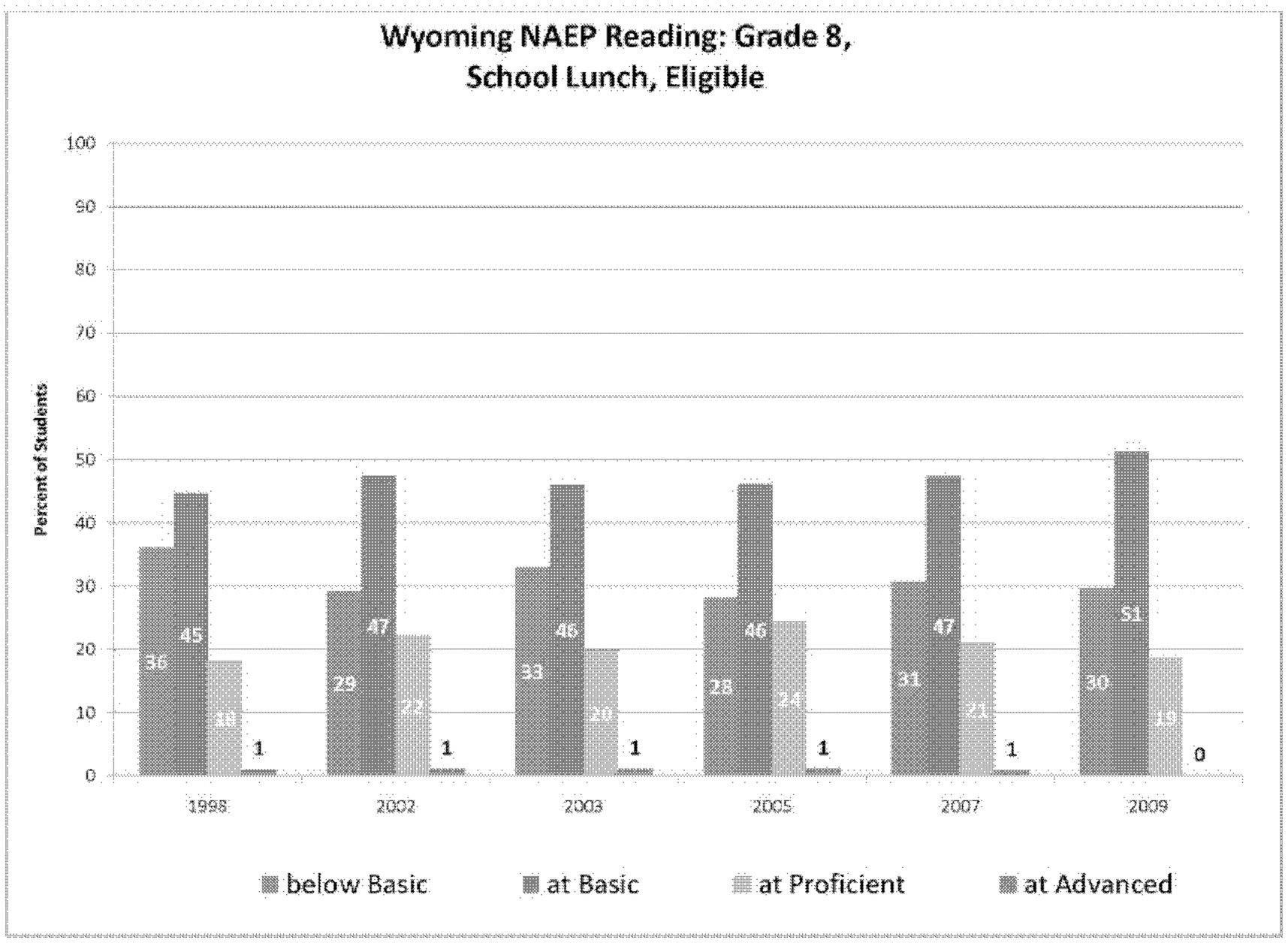

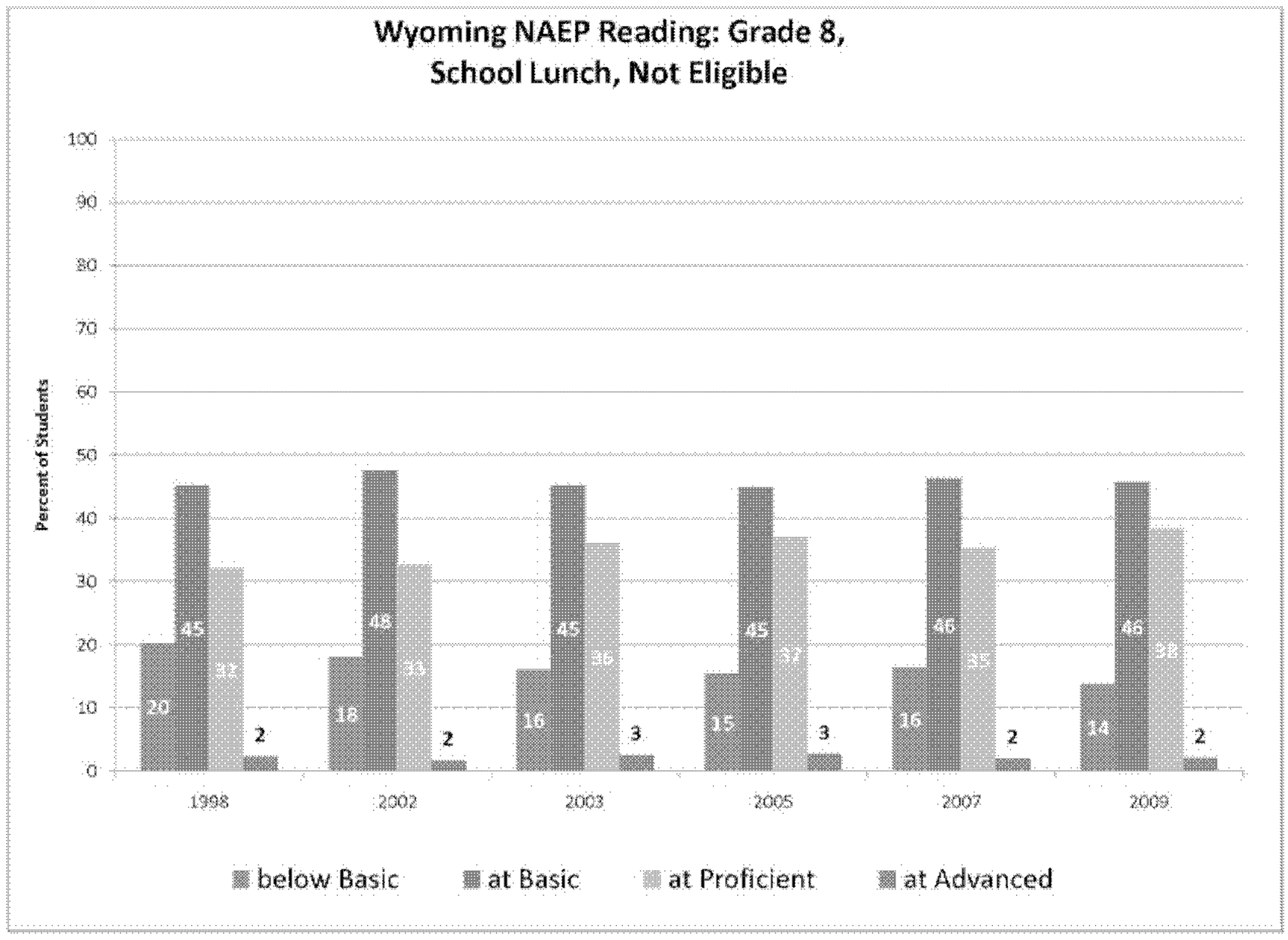

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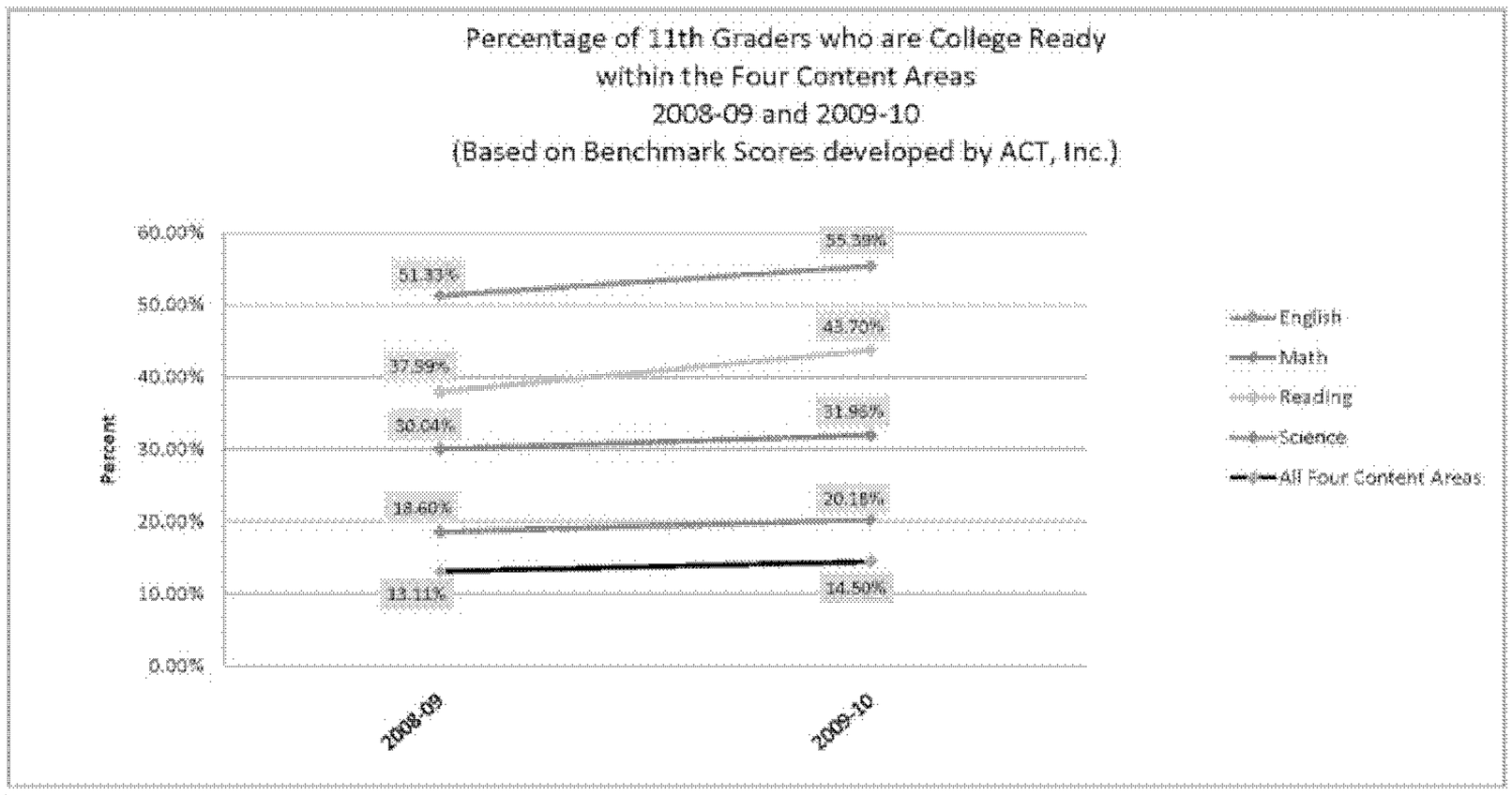
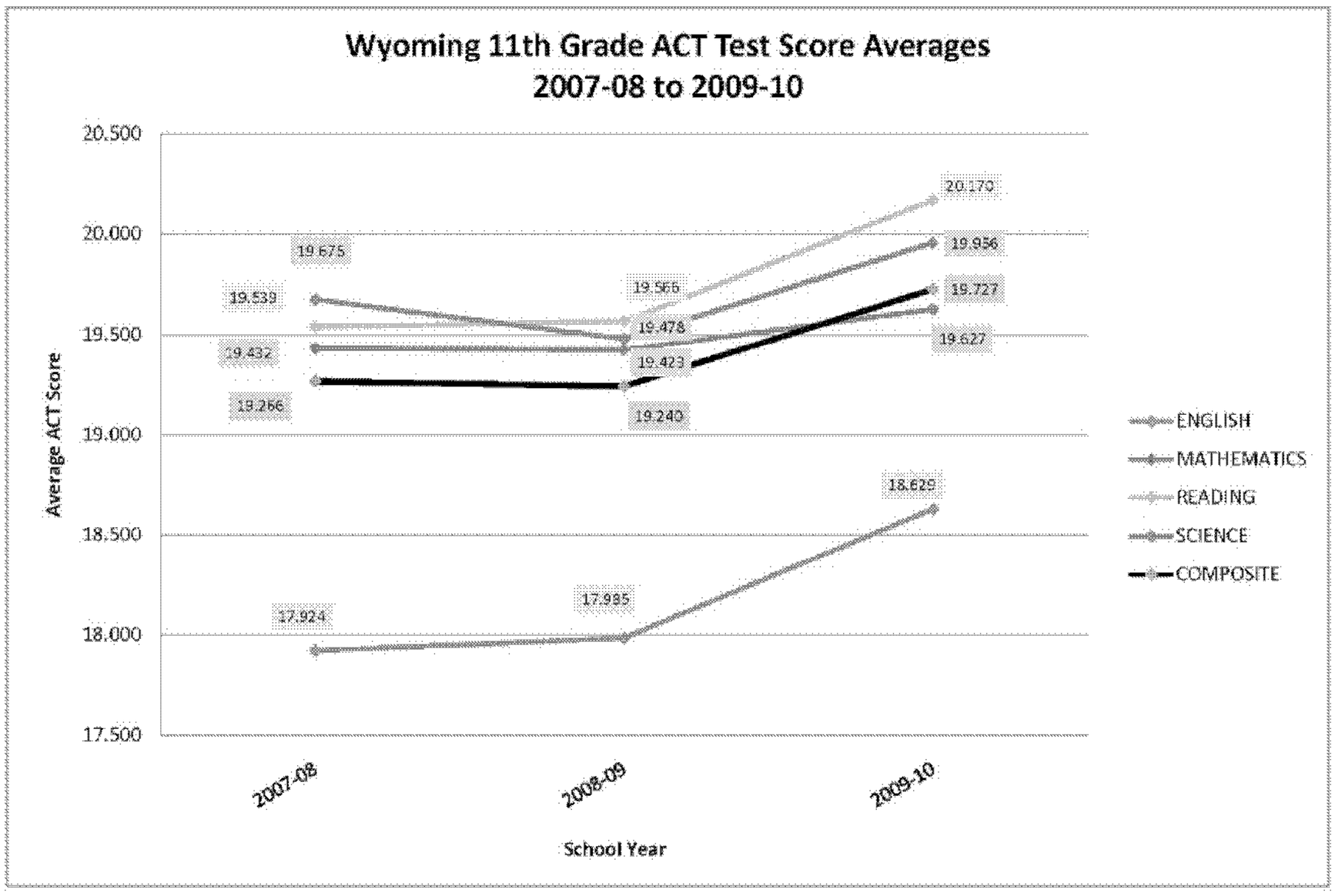


College Readiness Benchmark Scores

A Benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

College Course or Course Area	Test	ACT Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24



ACT Average Scores by District - 2010 Graduates *

Graduation Year	District ID	District Name	Number of Students who took the ACT	AvgOfENGLISH	AvgOfMATHEMATICS	AvgOfREADING	AvgOfSCIENCE	AvgOfCOMPOSITE
2010	0101000	Albany #1	231	19.34	20.55	20.65	20.22	20.29
2010	0201000	Big Horn #1	62	16.84	19.97	18.65	19.10	18.74
2010	0202000	Big Horn #2	41	17.59	18.76	18.68	19.49	18.80
2010	0203000	Big Horn #3	26	18.19	20.15	20.12	20.69	19.96
2010	0204000	Big Horn #4	21	17.57	19.90	20.52	18.76	19.19
2010	0301000	Campbell #1	506	16.67	18.59	18.00	18.53	18.07
2010	0401000	Carbon #1	89	15.93	17.83	17.75	17.87	17.47
2010	0402000	Carbon #2	54	18.96	19.76	19.81	20.50	19.94
2010	0501000	Converse #1	81	17.84	19.35	20.32	19.64	19.43
2010	0502000	Converse #2	43	17.12	17.58	17.40	18.30	17.74
2010	0601000	Crook #1	89	18.08	19.45	19.65	18.93	19.17
2010	0701000	Fremont #1	129	18.78	19.94	20.47	20.09	20.00
2010	0714000	Fremont #14	18	13.00	16.28	16.11	17.00	15.78
2010	0702000	Fremont #2	16	19.56	19.13	19.00	19.38	19.38
2010	0721000	Fremont #21	11	14.09	17.27	18.27	17.36	16.73
2010	0724000	Fremont #24	19	16.37	19.42	17.74	18.84	18.26
2010	0725000	Fremont #25	112	17.63	19.29	19.98	20.16	19.38
2010	0738000	Fremont #38	7	10.14	14.57	15.14	14.14	13.43
2010	0706000	Fremont #6	31	15.81	17.90	17.97	17.87	17.52
2010	0801000	Goshen #1	124	18.27	19.98	18.85	19.77	19.35
2010	0901000	Hot Springs #1	44	16.27	18.61	17.64	18.86	18.02
2010	1001000	Johnson #1	85	17.54	18.51	18.86	19.58	18.76
2010	1101000	Laramie #1	762	18.95	19.75	20.31	20.28	19.95
2010	1102000	Laramie #2	54	17.70	18.44	19.48	19.56	18.89

2010	1201000	Lincoln #1	41	18.32	19.07	19.12	19.34	19.02
2010	1202000	Lincoln #2	178	17.87	19.31	19.02	19.22	18.99
2010	1301000	Natrona #1	653	17.71	18.65	20.07	19.18	19.04
2010	1401000	Niobrara #1	22	19.05	19.91	20.50	20.91	20.27
2010	1501000	Park #1	127	19.82	21.88	21.17	20.69	21.06
2010	1516000	Park #16	HIDDEN FOR CONFIDENTIALITY					
2010	1506000	Park #6	170	18.86	20.39	20.52	19.71	19.98
2010	1601000	Platte #1	87	17.84	18.85	20.70	20.07	19.53
2010	1602000	Platte #2	19	18.05	19.00	19.05	19.00	18.89
2010	1701000	Sheridan #1	75	18.64	20.77	19.59	20.04	19.88
2010	1702000	Sheridan #2	216	18.78	20.93	20.33	19.98	20.15
2010	1703000	Sheridan #3	10	18.40	19.10	18.30	19.10	18.90
2010	1801000	Sublette #1	56	19.48	19.66	20.71	19.55	19.93
2010	1809000	Sublette #9	34	17.09	18.82	17.24	18.00	17.94
2010	1901000	Sweetwater #1	234	16.69	18.96	18.67	18.87	18.43
2010	1902000	Sweetwater #2	171	17.22	18.68	18.75	19.11	18.59
2010	2001000	Teton #1	147	20.84	22.27	21.95	21.14	21.67
2010	2101000	Uinta #1	170	16.34	18.37	17.85	18.00	17.72
2010	2104000	Uinta #4	42	16.21	18.40	18.00	19.14	18.07
2010	2106000	Uinta #6	24	18.38	20.88	20.46	20.88	20.29
2010	2201000	Washakie #1	95	19.37	19.93	20.59	19.99	20.08
2010	2202000	Washakie #2	HIDDEN FOR CONFIDENTIALITY					
2010	2301000	Weston #1	58	16.90	18.84	18.43	18.57	18.29
2010	2307000	Weston #7	21	16.05	17.76	17.90	17.48	17.43

State	**5311**	**17.99**	**19.42**	**19.57**	**19.48**	**19.24**

* These results reflect the ACT test taken by the students when they were in 11th grade only. Any ACT test retaken by a student as a 12th grader will be available in September/10.

National Center for Education Statistics (NCES)

Institute of Education Sciences (IES)

National Assessment of Educational Progress (NAEP)

This report was generated using the NAEP Data Explorer. http://nces.ed.gov/nationsreportcard/naepdata/

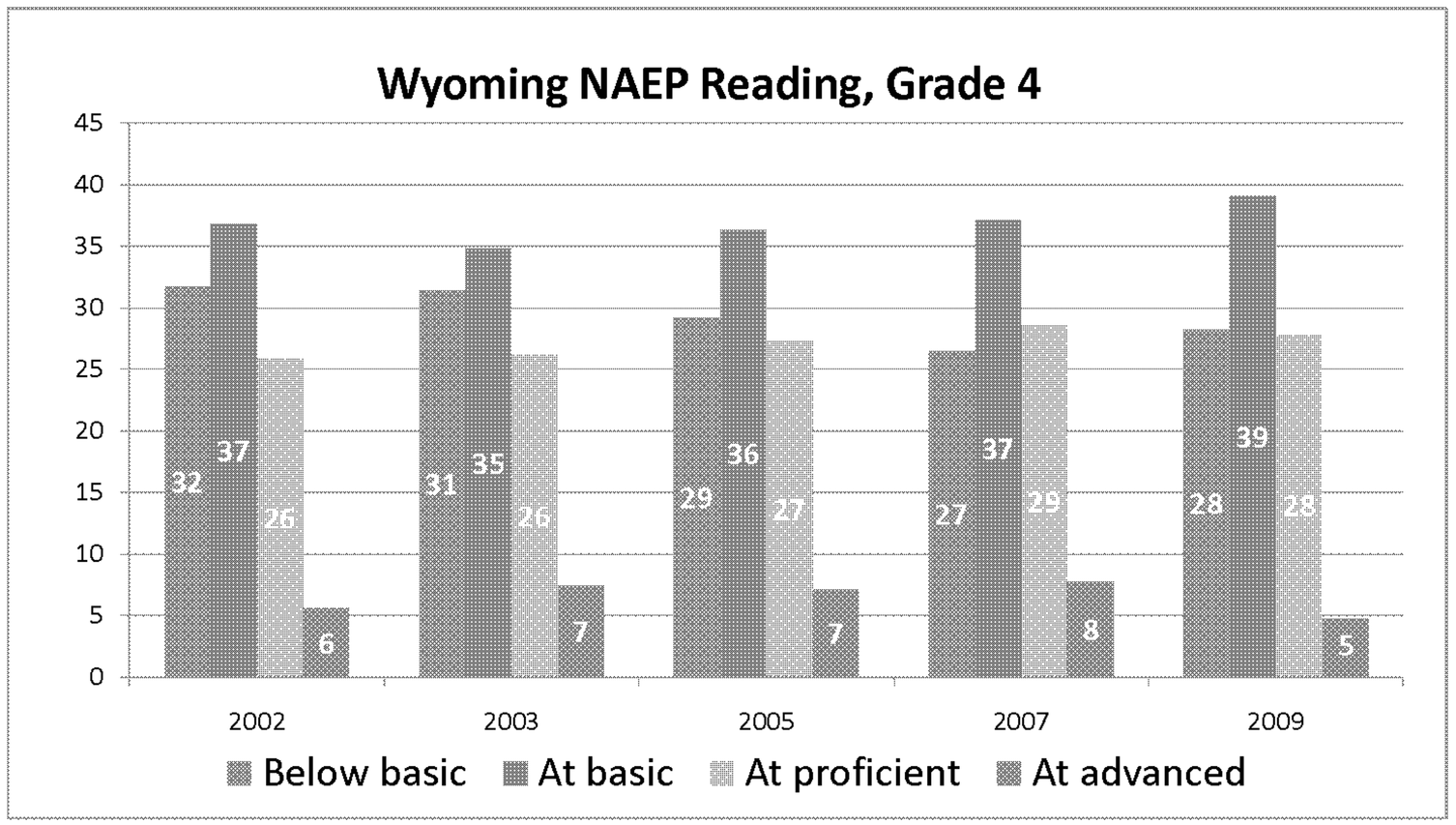
Report 1: Table

Average scale scores and percentages at each achievement level for reading, grade 4, by year, jurisdiction, and All students [TOTAL]: 2002, 2003, 2005, 2007, and 2009

		All students				
Year	**Jurisdiction**	Average scale score	Below basic	At basic	At proficient	At advanced
2002	Wyoming	221	32	37	26	6
2003	Wyoming	222	31	35	26	7
2005	Wyoming	223	29	36	27	7
2007	Wyoming	225	27	37	29	8
2009	Wyoming	223	28	39	28	5

NOTE: The NAEP Reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005, 2007, and 2009 Reading Assessments.



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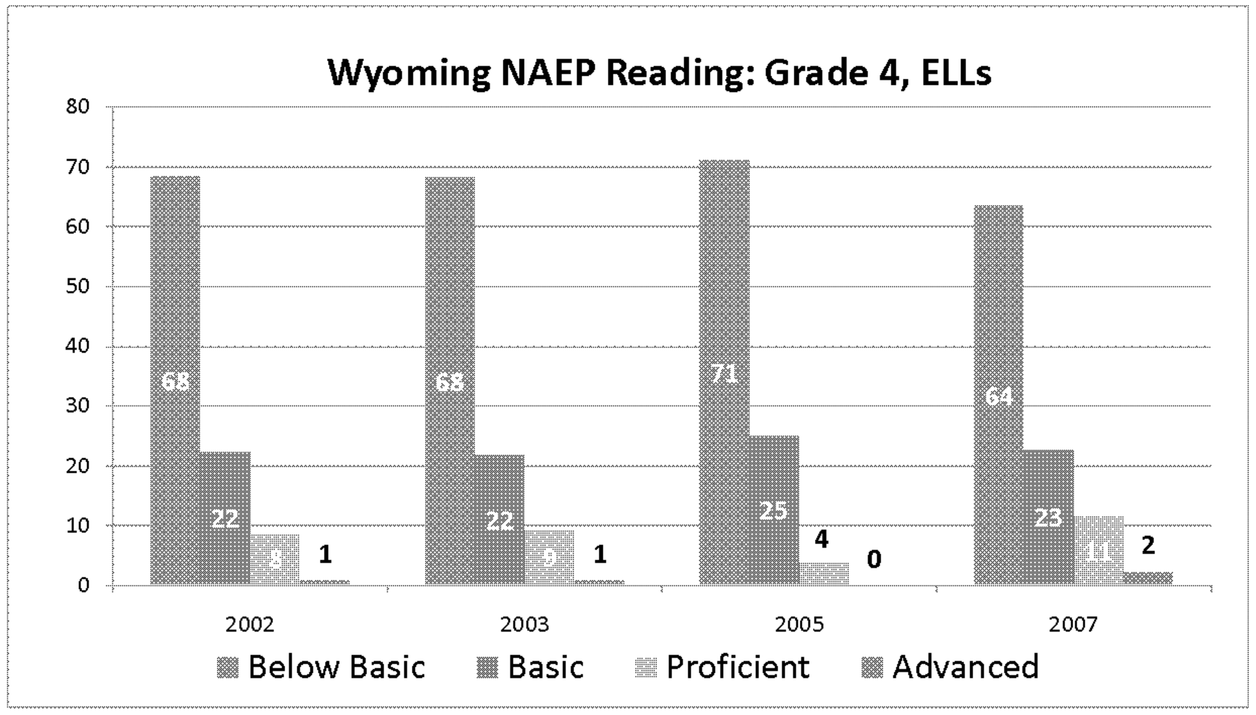
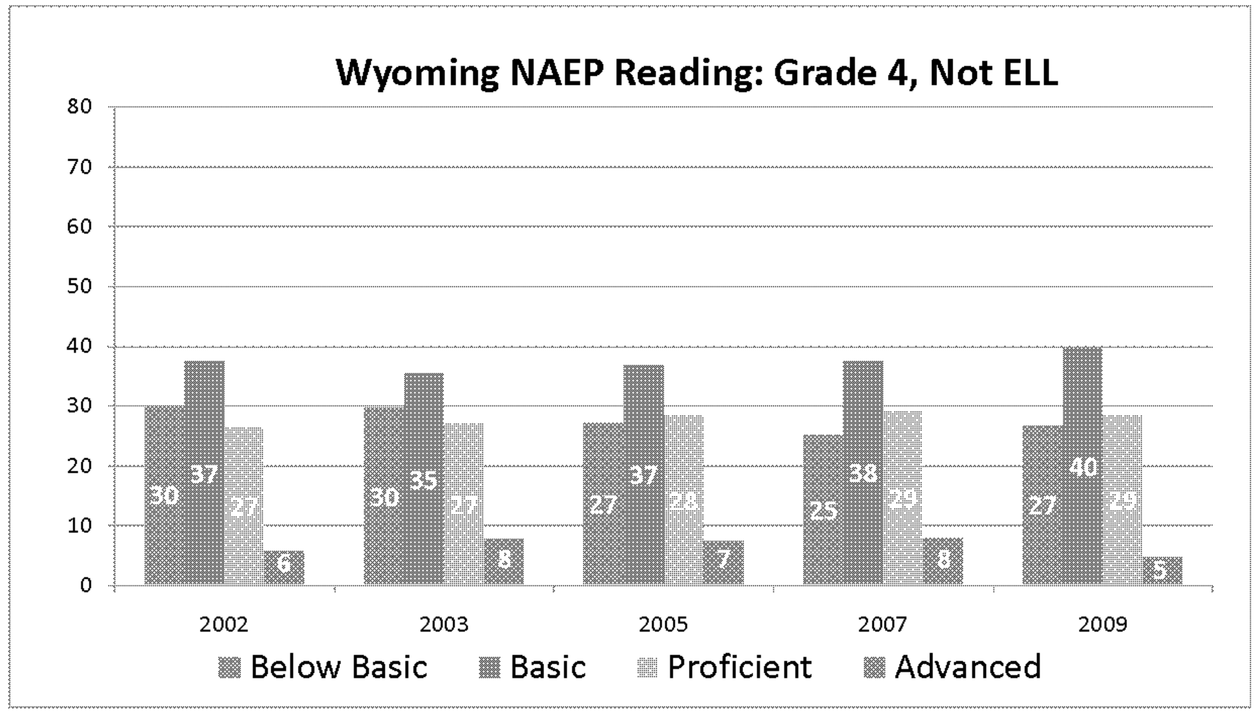
Report 1: Table

Average scale scores and percentages at each achievement level for reading, grade 4 by year, jurisdiction and status as English Language Learner, 2 categories [LEP]: 2009, 2007, 2005, 2003, and 2002

		ELL					Not ELL				
Year	**Jurisdiction**	Average scale score	Below Basic	Basic	Proficient	Advanced	Average scale score	below Basic	at Basic	at Proficient	at Advanced
2002	Wyoming	195	68	22	8	1	222	30	37	27	6
2003	Wyoming	190	68	22	9	1	224	30	35	27	8
2005	Wyoming	190	71	25	4	#	225	27	37	28	7
2007	Wyoming	194	64	23	11	2	226	25	38	29	8
2009	Wyoming	‡	‡	‡	‡	‡	224	27	40	29	5

Rounds to zero.
‡ Reporting standards not met.
NOTE: The NAEP Reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005, 2007 and 2009 Reading Assessments.





National Center for Education Statistics (NCES)
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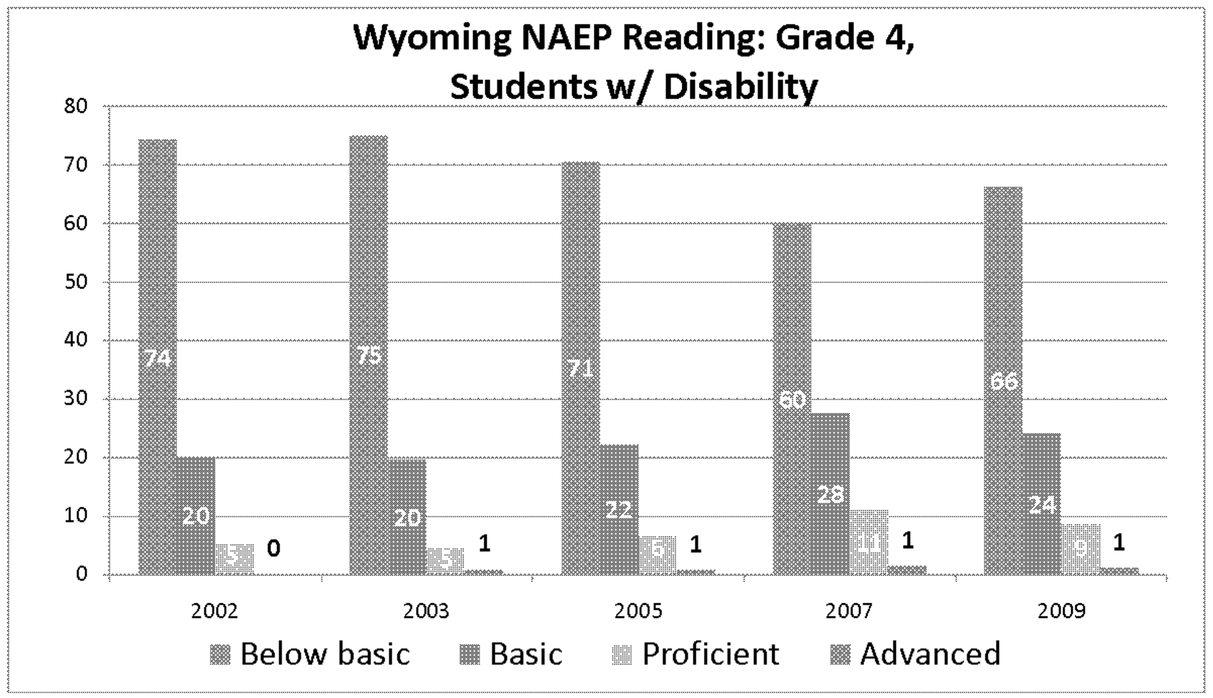
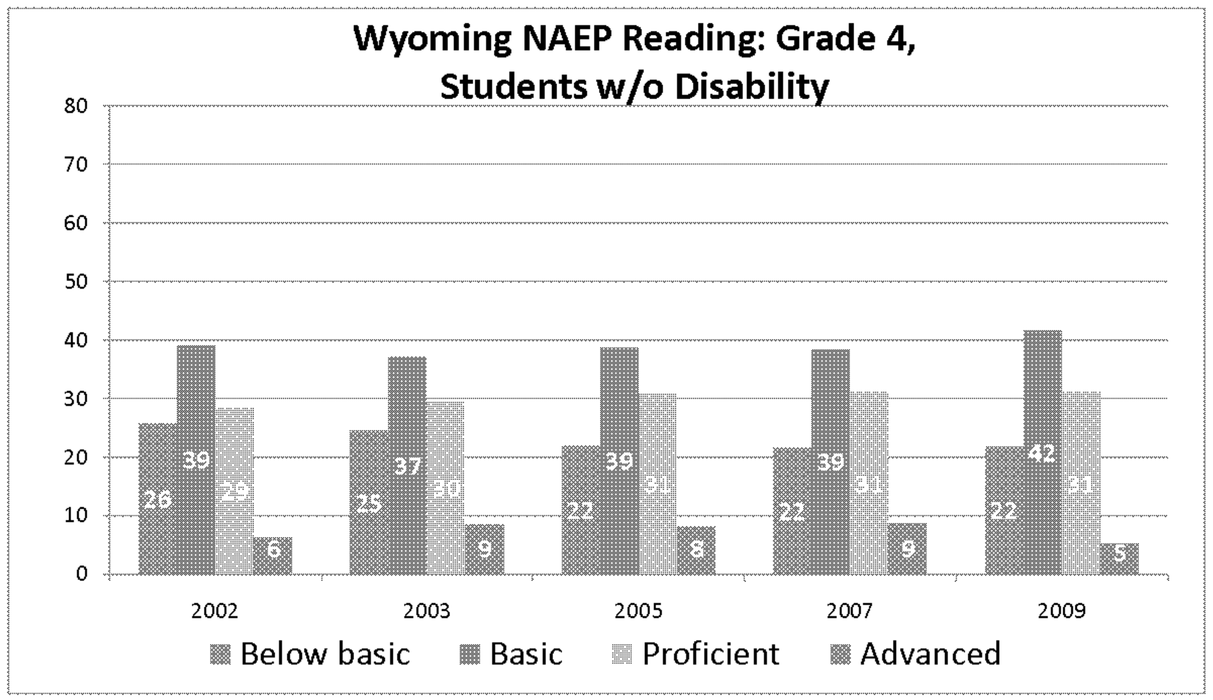
		Student with disability					Not student with disability				
Year	**Jurisdiction**	Average scale score	Below basic	Basic	Proficient	Advanced	Average scale score	Below basic	Basic	Proficient	Advanced
2002	Wyoming	186	74	20	5	#	226	26	39	29	6
2003	Wyoming	184	75	20	5	1	228	25	37	30	9
2005	Wyoming	188	71	22	6	1	229	22	39	31	8
2007	Wyoming	196	60	28	11	1	230	22	39	31	9
2009	Wyoming	193	66	24	9	1	228	22	42	31	5

Rounds to zero.
NOTE: The NAEP Reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005, 2007 and 2009 Reading Assessments.





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Report 1: Table

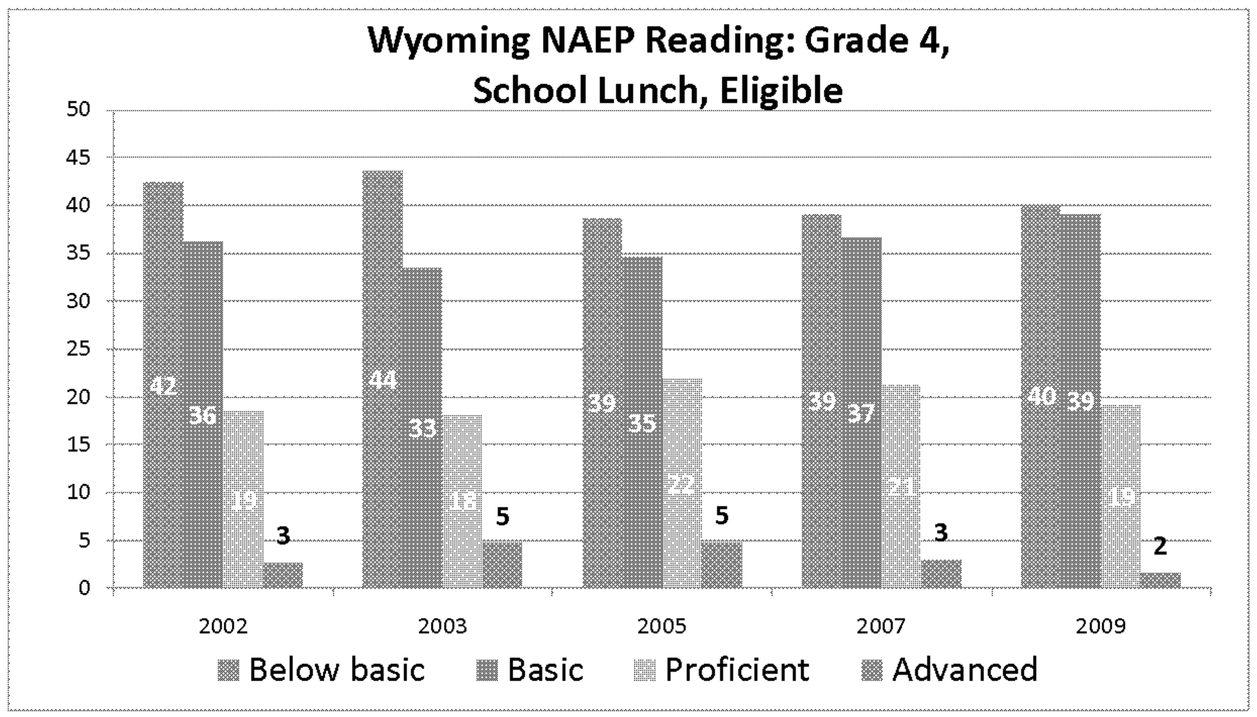
Average scale scores and percentages at each achievement level for reading, grade 4 by year, jurisdiction and National School Lunch Program eligibility, 3 categories [SLUNCH3]: 2009, 2007, 2005, 2003, and 2002

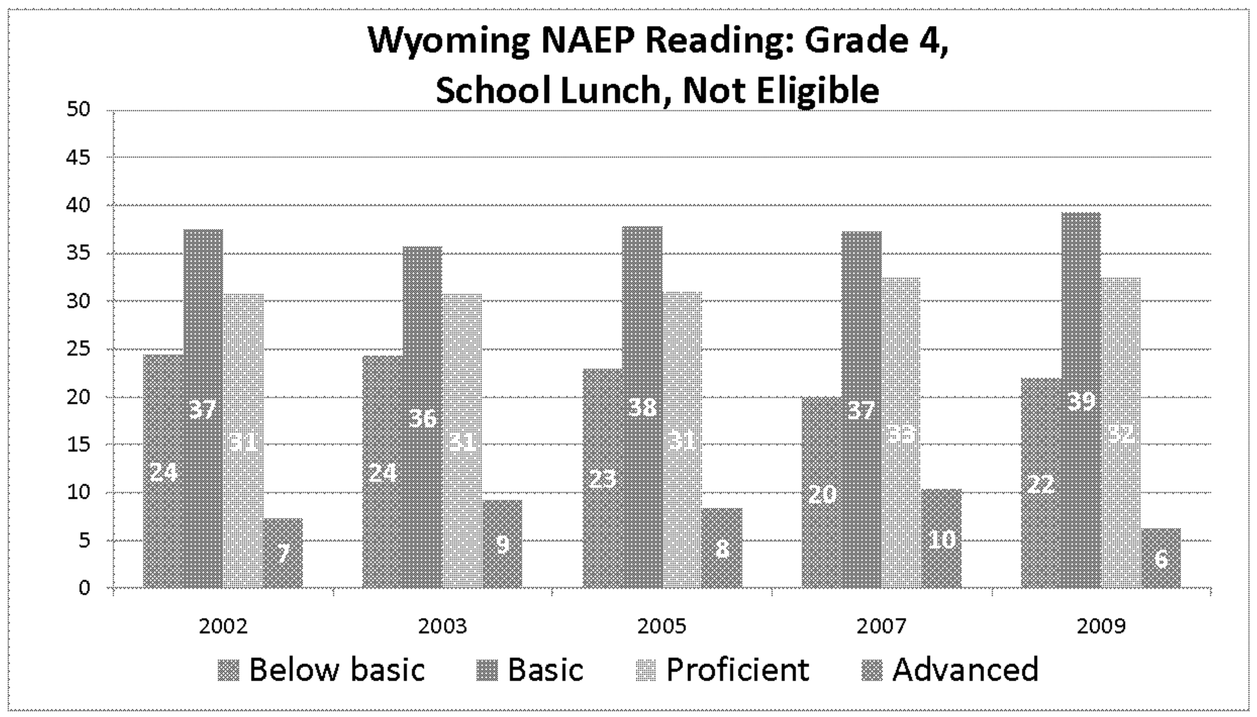
		Eligible					Not eligible					Information not available				
Year	**Jurisdiction**	Average scale score	Below basic	Basic	Proficient	Advanced	Average scale score	Below basic	Basic	Proficient	Advanced	Average scale score	below Basic	at Basic	at Proficient	at Advanced
2002	Wyoming	212	42	36	19	3	227	24	37	31	7	235	19	34	34	14
2003	Wyoming	212	44	33	18	5	228	24	36	31	9	203	47	33	19	1
2005	Wyoming	216	39	35	22	5	228	23	38	31	8	223	35	30	23	12
2007	Wyoming	214	39	37	21	3	231	20	37	33	10	‡	‡	‡	‡	‡
2009	Wyoming	212	40	39	19	2	228	22	39	32	6	‡	‡	‡	‡	‡

‡ Reporting standards not met.

NOTE: The NAEP Reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002, 2003, 2005, 2007 and 2009 Reading Assessments.





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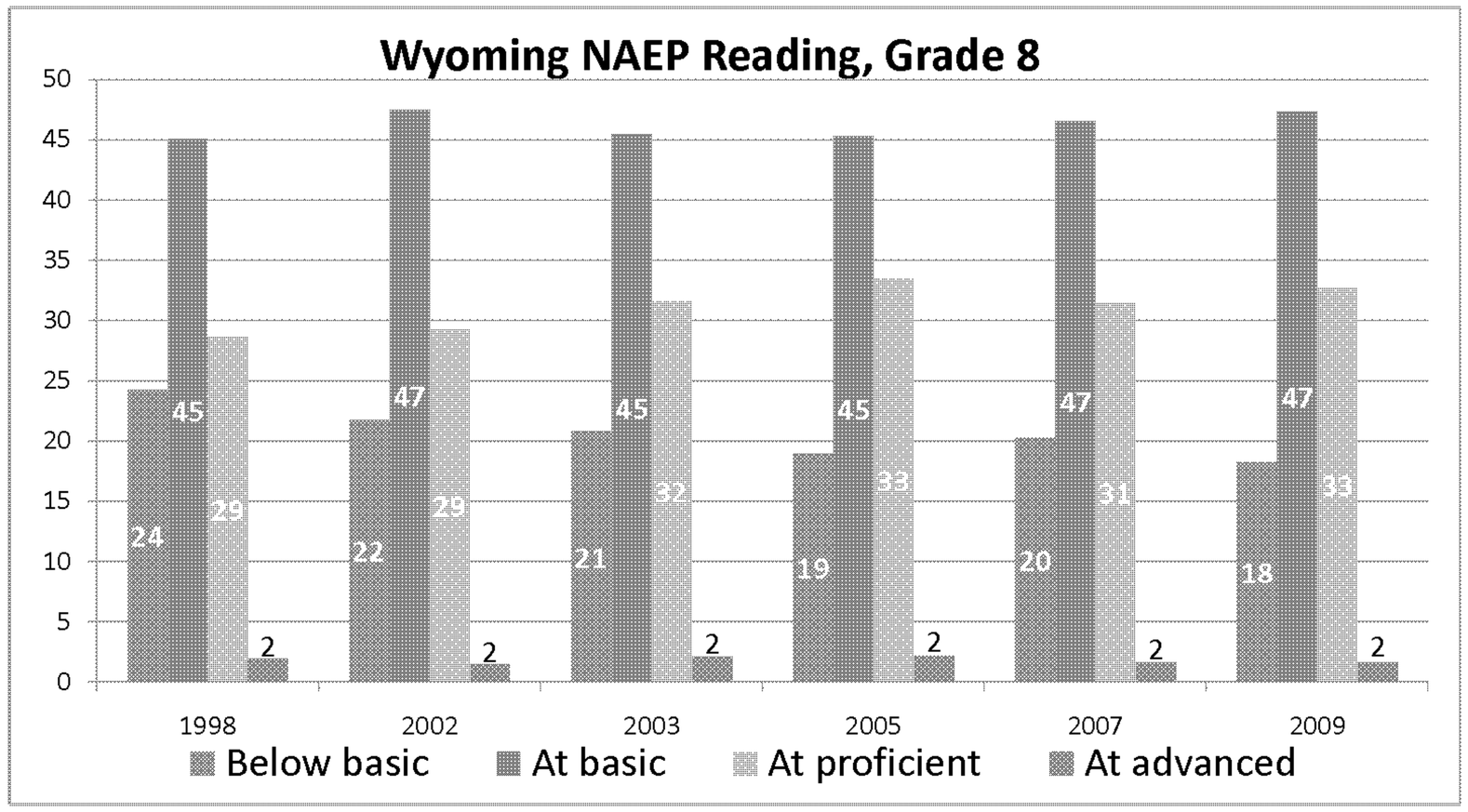
Average scale scores and percentages at each achievement level for reading, grade 8, by year, jurisdiction, and All students [TOTAL]: 1998, 2002, 2003, 2005, 2007, and 2009

Year	Jurisdiction	All students				
		Average scale score	Below basic	At basic	At proficient	At advanced
1998	Wyoming	263	24	45	29	2
2002	Wyoming	265	22	47	29	2
2003	Wyoming	267	21	45	32	2
2005	Wyoming	268	19	45	33	2
2007	Wyoming	266	20	47	31	2
2009	Wyoming	268	18	47	33	2

NOTE: The NAEP Reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1998, 2002, 2003, 2005, 2007, and 2009 Reading Assessments.



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		ELL					Not ELL				
Year	**Jurisdiction**	Average scale score	Below Basic	Basic	Proficient	Advanced	Average scale score	Below Basic	Basic	Proficient	Advanced
1998	Wyoming	‡	‡	‡	‡	‡	263	24	45	29	2
2002	Wyoming	‡	‡	‡	‡	‡	265	21	48	30	2
2003	Wyoming	234	63	35	2	#	268	20	46	33	2
2005	Wyoming	242	50	42	7	1	269	18	45	34	2
2007	Wyoming	‡	‡	‡	‡	‡	267	19	47	32	2
2009	Wyoming	‡	‡	‡	‡	‡	269	18	47	33	2

Rounds to zero.
‡ Reporting standards not met.
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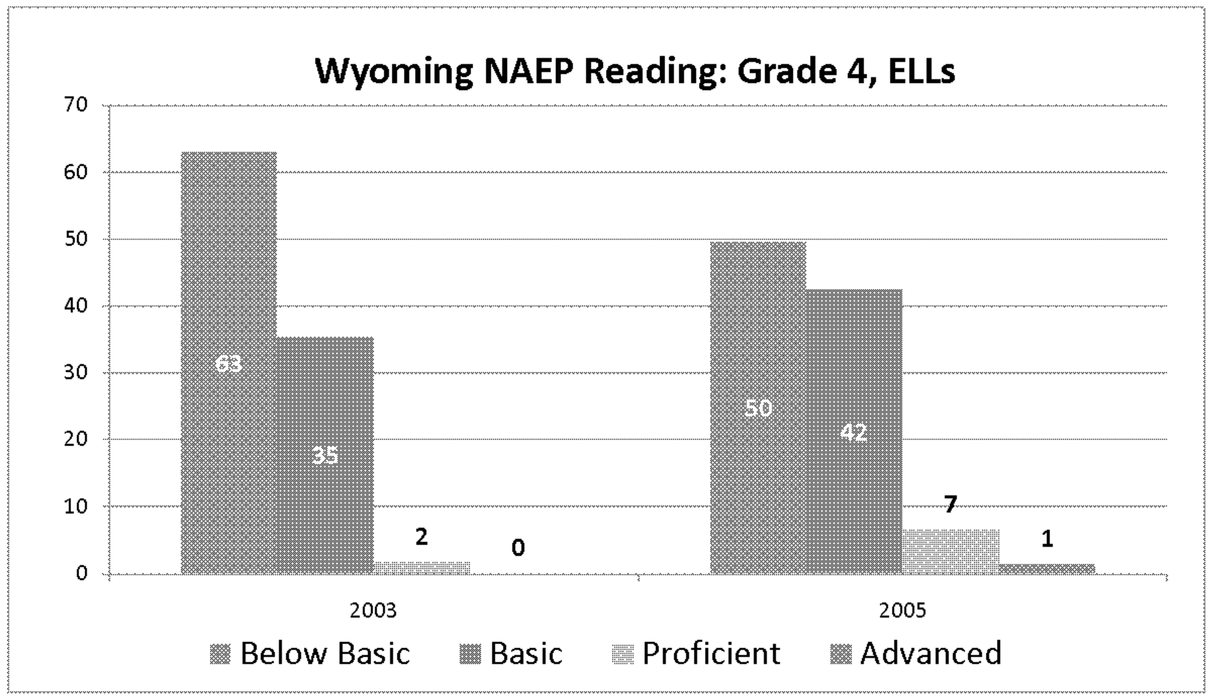

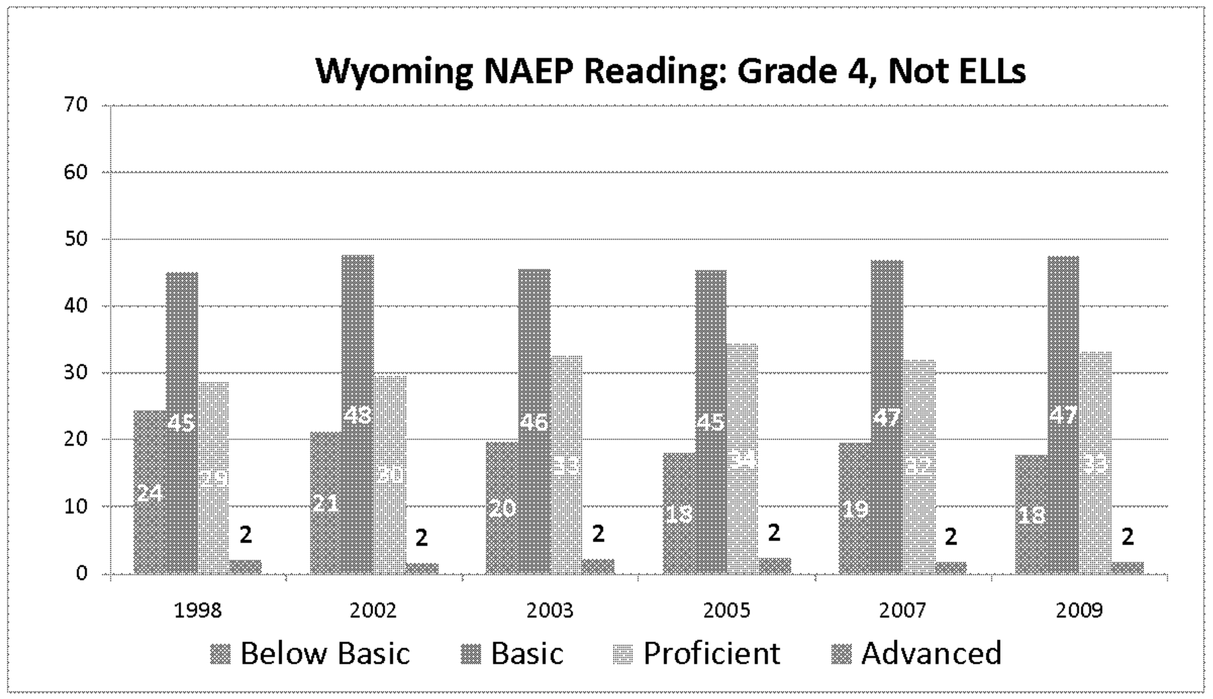

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		Student with disability					Not student with disability				
Year	**Jurisdiction**	Average scale score	Below Basic	Basic	Proficient	Advanced	Average scale score	Below Basic	Basic	Proficient	Advanced
1998	Wyoming	230	64	32	4	#	266	21	46	31	2
2002	Wyoming	232	64	31	5	#	269	17	49	32	2
2003	Wyoming	235	61	34	4	#	271	16	47	35	2
2005	Wyoming	234	59	37	4	#	273	14	46	37	3
2007	Wyoming	232	59	35	6	#	270	16	48	35	2
2009	Wyoming	238	55	39	6	#	272	13	48	36	2

Rounds to zero.
NOTE: The NAEP Reading scale ranges from 0 to 500. Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.
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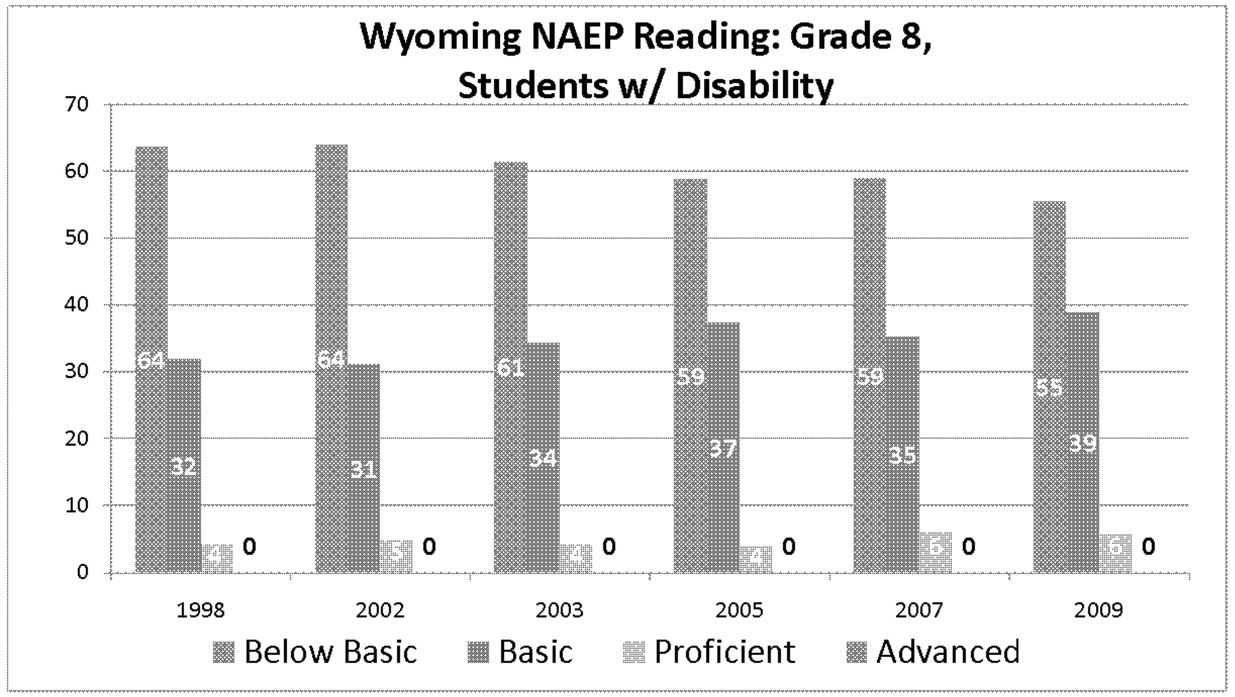

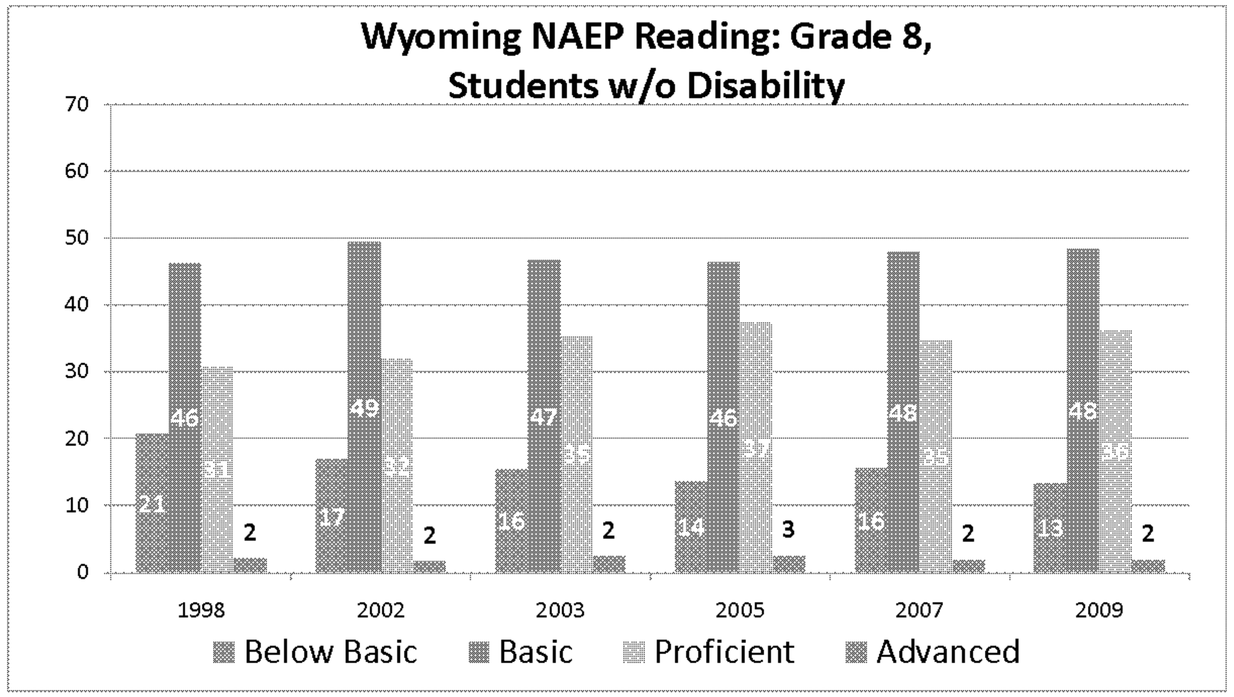

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		Eligible					Not eligible					Information not available				
Year	**Jurisdiction**	Average scale score	below Basic	at Basic	at Proficient	at Advanced	Average scale score	below Basic	at Basic	at Proficient	at Advanced	Average scale score	below Basic	at Basic	at Proficient	at Advanced
1998	Wyoming	252	36	45	18	1	267	20	45	32	2	‡	‡	‡	‡	‡
2002	Wyoming	258	29	47	22	1	268	18	48	33	2	270	18	47	33	2
2003	Wyoming	255	33	46	20	1	272	16	45	36	3	‡	‡	‡	‡	‡
2005	Wyoming	259	28	46	24	1	272	15	45	37	3	‡	‡	‡	‡	‡
2007	Wyoming	255	31	47	21	1	270	16	46	35	2	‡	‡	‡	‡	‡
2009	Wyoming	257	30	51	19	#	273	14	46	38	2	‡	‡	‡	‡	‡

Rounds to zero.

‡ Reporting standards not met.

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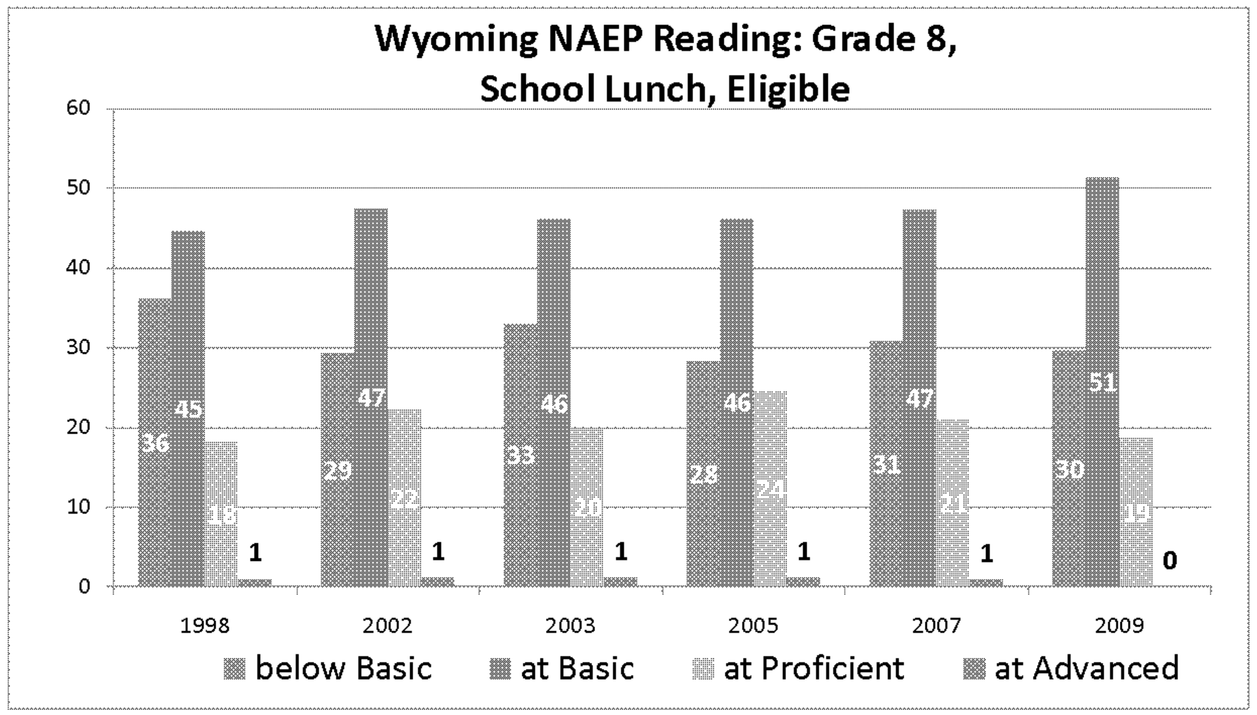
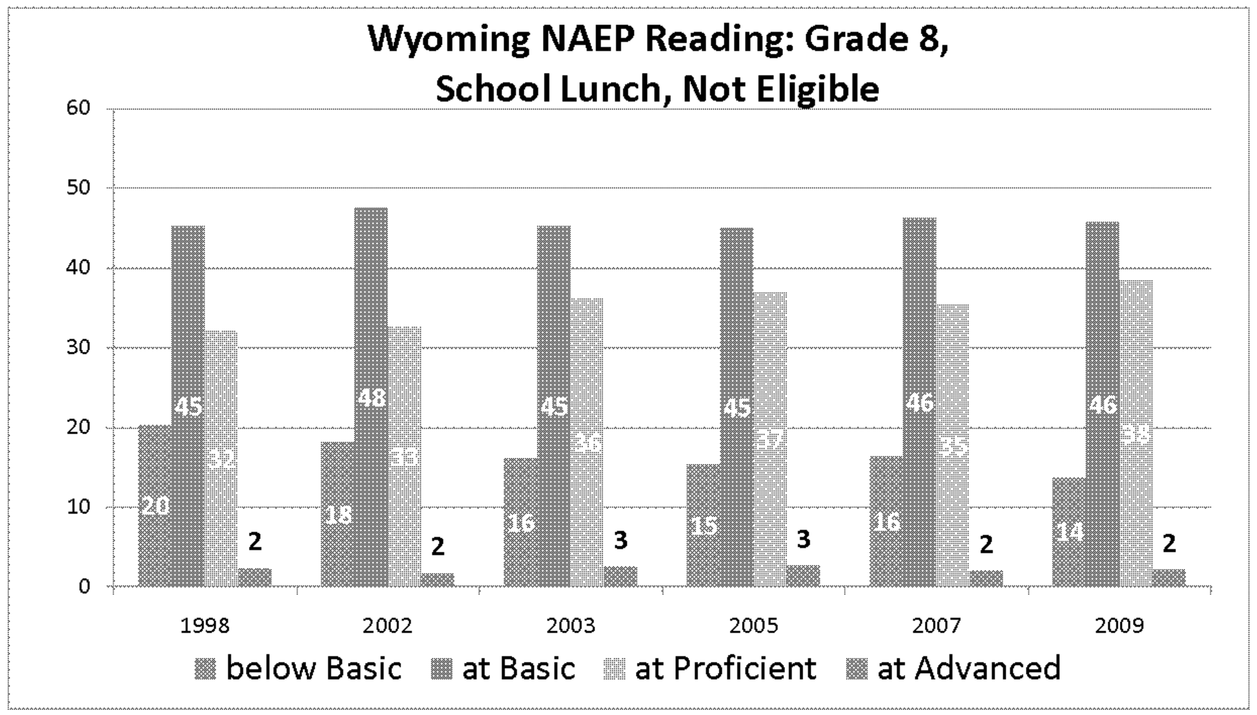
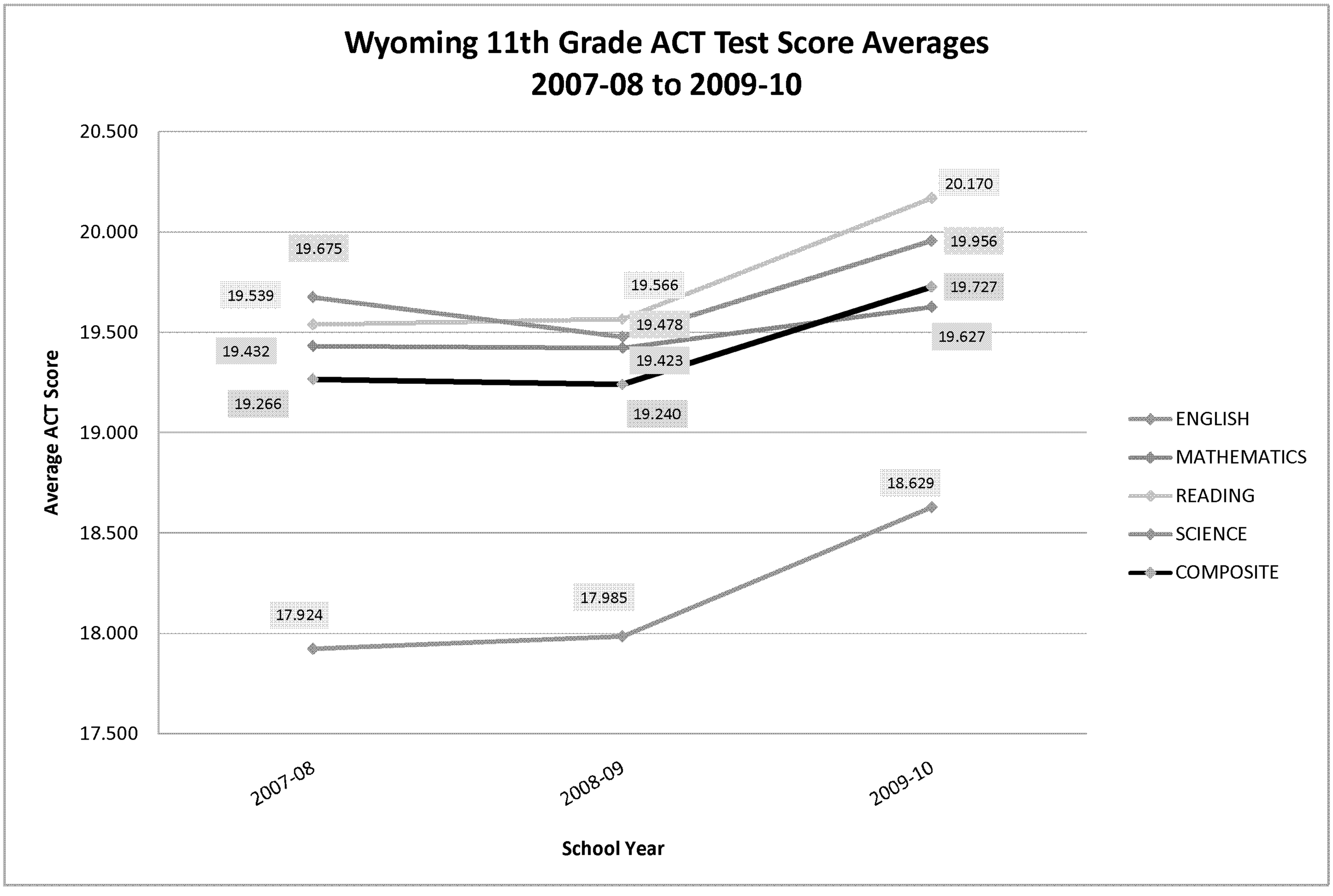
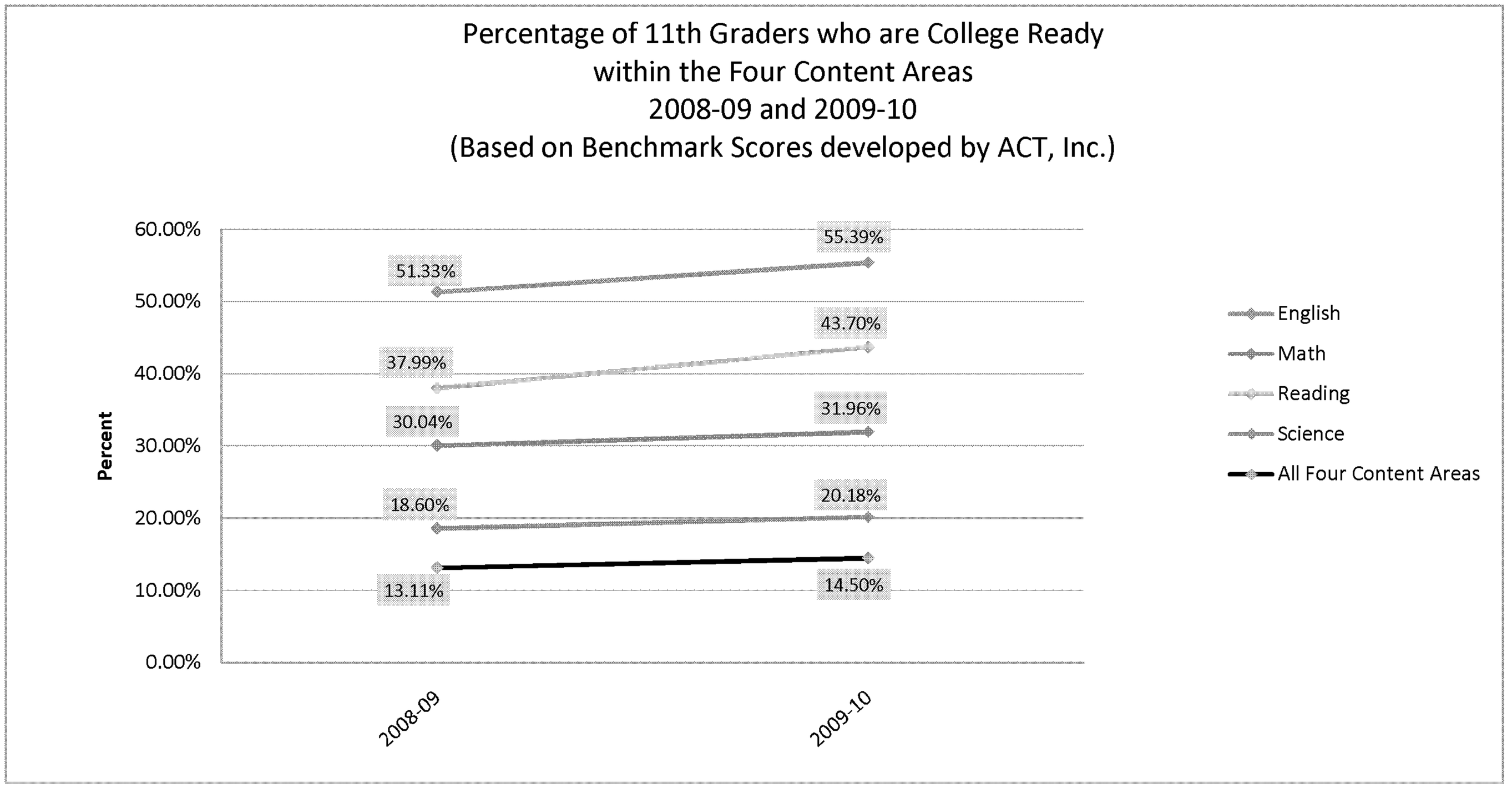





Wyoming 11th Grade ACT Test Score Averages
2007-08 to 2009-10
Average ACT Score
20.500
20.000
19.500
19.000
18.500
18.000
17.500
19.675
19.539
19.432
19.266
19.566
19.478
19.423
19.240
20.170
19.956
19.727
19.627
18.629
17.985
17.924
2007-08
2008-09
2009-10
School Year
ENGLISH
MATHEMATICS
READING
SCIENCE
COMPOSITE



College Readiness Benchmark Scores

A Benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

College Course or Course Area	Test	ACT Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	21
Biology	Science	24

MATTHEW H. MEAD
GOVERNOR

THE STATE OF WYOMING

STATE CAPITOL
CHEYENNE, WY 82002

Office of the Governor

May 5, 2011

Dear Reviewers,

I am pleased to express my support for the Wyoming Department of Education as they pursue Striving Readers Comprehensive Literacy discretionary grant funds. The Project will enable Wyoming to foster inter-agency collaboration and partnerships, with children as the benefactors.

The grant proposal offers Wyoming the chance to coordinate services to our widely dispersed rural population. Literacy success begins in the home, with parents providing the foundation for developing reading, writing, speaking and listening skills. Our schools and communities offer many opportunities to further develop literacy skills as children grow. Wyoming is poised to support the work it will take to raise literacy rates in the state. Wyoming's Early Childhood Advisory Council has recently established a more refined goal of early literacy. My administration is focused on building capacity throughout state agencies in the area of literacy.

The Striving Readers Comprehensive Literacy grant funds will help us to realize our goals and create a foundation that will sustain the efforts beyond the life of the grant.

We look forward to our continued work with the Wyoming Department of Education, as a trusted partner, in serving all students, from birth through grade 12.

Thank you for this opportunity to express our support for Wyoming's Striving Readers Comprehensive Literacy proposal.

Sincerely,

Matthew H. Mead
Governor

PHONE: (307) 777-7434

FAX: (307) 632-3909

PR/Award # S371C110022

Wyoming
Early Childhood Association
800 Werner Court, Suite 210
PO Box 2062
Casper, Wyoming 82602
Phone: 307-234-3162
Fax: 307-266-4110
Website: wyeca.org
Email: weca@wyoming.com

April 27, 2011

Jillian Balow
Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne WY 82002-0050

Wyoming Early Childhood Association, the statewide affiliate of the National Association for the Education of Young Children, is pleased to support Wyoming's application for the Striving Readers Comprehensive Literacy grant. Our mission is to be the voice that advocates for unity, professional development, and to support the early care and education community to enrich the lives of children. We believe that the purpose of this grant is directly aligned with our core mission.

The residents of Wyoming have long recognized the value of working together to solve issues related to the education of our youth. We are excited that the Wyoming Department of Education is applying for these funds and look forward to assisting in the dissemination of information to our early childhood providers across the state.

Please let us know what we can do to make this project a success. Thank you.

Sincerely,

Scott Moncrief, President
Wyoming Early Childhood Association

WYOMING

State Board of Education

Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002-0050
(307) 777-6213 • (307) 777-6234 FAX

GERALD REICHARDT
Chair, Wheatland

DANA MANN-TAVEGIA
Vice-chair, Osage

LARRY McGARVIN
Treasurer, Ten Sleep

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Gillette

SUE BELISH
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KATHY COON
Lusk

PETE GOSAR
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HUGH HAGEMAN
Fort Laramie

RON MICHELI
Fort Bridger

SCOTTY RATLIFF
Riverton

WALT WILCOX
Casper

CINDY HILL
State Superintendent

ROGER CLARK
Board Liaison

TERESA CANJAR
Executive Assistant

May 4, 2011

Dear Striving Readers Grant Reviewers:

On behalf of the Wyoming State Board of Education, it is my pleasure to provide this letter of support and commitment for the Striving Readers Grant application submitted by the State of Wyoming, Department of Education.

It is the belief of the members of this board that, through this grant, Wyoming will be able to help improve student achievement in literacy at all ages and grade levels, increase the high school graduation rate and support Wyoming school districts to increase college readiness. The leaders of Wyoming Department of Education, including State Superintendent of Public Instruction, Cindy Hill, have a clear vision for this project and have effectively articulated the vision and goals in the grant application and the Wyoming State Comprehensive Literacy Plan. Additionally, as educational and governmental leaders work to promulgate rules in accordance with newly passed state legislation, the Striving Readers Grant would augment the broader educational goals of cementing student academic growth to improved instruction, evidence-based curricula and materials, and a comprehensive data framework that informs all of the above.

Members of the State Board of Education believe that given the right instruction and opportunity every child in Wyoming can achieve effective literacy levels. With a Striving Readers Grant award, the Department of Education will be better able to support the school children of Wyoming. Reading, writing, speaking, and listening are the cornerstones to success in school and life. As such, this has become a primary initiative of the educational leaders throughout the State.

In conclusion, the Wyoming State Board of Education fully supports and applauds the efforts of the Wyoming Department of Education as they seek external funding to support a program designed to support students and create strong readers. Any programs that can influence student literacy will benefit the student, the school districts, and ultimately, the community at large.

Sincerely,

Joe Reichardt

Gerald "Joe" Reichardt, Chair

PR/Award # S371C110022

Governor Matt Mead

Victor Orr
Chairman

Jay Eckhardt
Vice-Chairman

Shannon Buller
Executive Director

Carla Woolington
Administrative Assistant

Calob Taylor
Grants & Fiscal Coordinator

Sam Janney
Public Information Officer

122 W. 25 St., 1st. Floor W.
Herschler Bldg., Rm. 1608
Cheyenne, WY 82002

P: 307-777-7230
F: 307-777-5690

http://ddcouncil.state.wy.us

Wyoming Governor's Council
on Developmental Disabilities

U.S. Department of Education, OESE
400 Maryland Avenue, S.W., Rm. 3E250
LBJ Federal Office Building
Washington, DC 20202-6200

To whom it may concern,

The Wyoming Governor's Council on Developmental Disabilities submits this letter of support regarding the Wyoming Department of Education's proposal for the Striving Readers Comprehensive Literacy (SRLC) discretionary grant. The WGCDD is made up of people with developmental disabilities, their family members, providers and professionals throughout Wyoming; this letter represents support of multiple stakeholders.

Education is an important area of emphasis for the Council both locally and nationally and we are encouraged to see additional supports and funding being allocated for disadvantaged students, many of whom have a disability. Often times our students with disabilities are not given the same opportunities as their peers due to obstacles and barriers that we believe can be overcome through programs and grants like the SRLC. We are confident the proposal from the Wyoming Department of Education will fulfill the priorities of the SRLC.

Thank you in advance for your consideration to include Wyoming in this opportunity.

Respectfully,

Shannon K. Buller
Executive Director
Wyoming Governor's Council on Developmental Disabilities

WAPSD

WYOMING ADVISORY PANEL
FOR STUDENTS WITH
DISABILITIES

PH (800) 228-6194

FAX (307) 777-2556

320 WEST MAIN
RIVERTON, WY 82501

wapsd.contact@gmail.com
www.k12.wy.us/SE/panel.asp

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PAM ZAMORA
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WDE REPRESENTATIVES
PEG BROWN-CLARK
BARB YATES
STEPHANIE WEAVER
MISSY WHITE

U.S. Department of Education, OESE
400 Maryland Avenue, S.W., Rm. 3E250
LBJ Federal Office Building
Washington, DC 20202-6200

April 29th, 2011

Dear Grant officers,

The Wyoming Advisory Panel for Students with Disabilities (WAPSD) submits this letter of support regarding the Wyoming Department of Education's proposal for the Striving Readers Comprehensive Literacy (SRLC) discretionary grant. The WAPSD is made up of parents of students with disabilities, other state agencies and education professionals throughout Wyoming; this letter represents support of multiple stakeholders.

It is within the panel's purview to recommend and advise our state department about the unmet needs of children with disabilities. Closing the literacy gap of at-risk students, especially those with disabilities, is an unmet need that has been demonstrated through state assessment data.

According to the Special Programs Division's most recent Annual Performance Report 2011, data indicates that between 40 - 50% of students with disabilities across grade levels, are reading below proficiency. With the grant award, the Wyoming Department of Education will be able to further address this literacy gap.

The panel supports the priorities of designing programs to meet the literacy development needs of 'disadvantaged students' in Wyoming; collecting and analyzing data to determine student outcomes; and to implement the use of technology to address student literacy learning challenges. WAPSD commits to working with the Wyoming Department of Education to help plan and implement the proposed program, review data and outcomes and advise the department about enhancements to the continuing program.

Furthermore, the panel supports the following strategies to improving literacy proficiency in the state:

<u>Literacy Development/ Education and improved Learning Outcomes for:</u>

- Birth to school entry (*a focus on literacy pre-requisites)*
- Kindergarten through Grade 5 (*Special Education goals that keep future high school success in mind for all children)*
- Grades 6 through 8 (*identifying students at risk for educational failure and providing intensive literacy instruction*)

- Grades 9 through 12 (*identifying students at risk for educational failure and providing intensive literacy instruction- including instruction that allows for post-secondary accessibility and success*)
- Evidenced based interventions and instruction for struggling readers, English Learners, and students with disabilities
- Inclusive educational programming and teacher training for Wyoming's residential and state institutional schools. An inclusion of support to the state prison system to improve literacy instruction for high school aged inmates that have not received diplomas. These students are some of our state's lowest performing readers and most at-risk for school and vocational failure.
- Inclusion of programs that fit in a Response-to-Intervention model, including utilization of universal screening, early intervening services, multiple tiers of instruction, evidenced based interventions, and student progress monitoring to inform decision-making regarding the effectiveness of literacy instruction at all instructional levels
- Improvements in teacher preparation and state licensure/accreditation in literacy development and instruction for teachers across the curriculum/grade level/exceptionality/content discipline grounded in evidence based best practices.

Thank you in advance for your consideration to include Wyoming in this opportunity.

On behalf of the Wyoming Advisory Panel for Students with Disabilities,

Julie Heil

WAPSD Chair

April 28, 2011

Wyoming Department of Education
Hathaway Building
Cheyenne WY 82002

To Whom it May Concern:

The Wyoming Center for the Book is in support of the Wyoming Department of Education (WDE) and their application for the Striving Readers Comprehensive Literacy (SRCL) discretionary grant.

The Wyoming Center for the Book (WCFB) is a 501(c)3 organization established in 1995 as an affiliate of the Center for the Book at the Library of Congress. The Center promotes books, book culture and Wyoming's literary heritage. Current projects are 1) the Letters About Literature reading/writing contest for students in grades 4-12, 2) the Wyoming Authors Wiki, an online information source on the state's books and authors, and 3) an annual books and authors issue of the *Wyoming Library Roundup* magazine. Past projects include donating 2000 copies of the board book, Little Wyoming to Raising Readers of Wyoming in 2010, and the 2007 and 2009 Wyoming Book Festivals. The Center serves all people in the state, and activities are supported by staff employed at the Wyoming State Library.

We are currently working on a new program that would involve the "underserved" students in the state and providing a specific program featuring Wyoming author Eugene Gagliano and illustrator Zak Pullen. We are targeting the schools and communities with the highest percentage of free and reduced school lunches.

As our plans for this new endeavor have coalesced and we have reached out to supporting partners, the excitement level has been palpable. It would be a great benefit to the K12 residents of Wyoming for the WDE to receive the SRCL grant, as this and other programs would be more attainable.

Sincerely.

Tina Lyles,
WCB Coordinator

an affiliate of the Library of Congress Center for the Book **at the Wyoming State Library**
2800 Central Avenue., Cheyenne, WY. 82002, 307/777-6338, Fax:307/777-6289

Wyoming Head Start State Collaboration Office

Cindy Hill
State Superintendent of Public Instruction
Wyoming Department of Education
Hathaway Bldg., 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

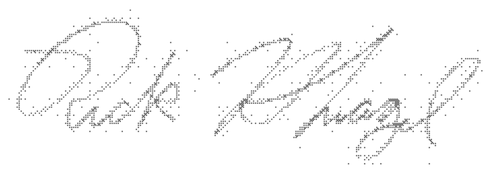
Dear Ms. Hill:

I am writing this letter in support of the Wyoming Department of Education's (WDE) application for the Striving Readers Comprehensive Literacy (SRCL) discretionary grant. Wyoming's Head Start State Collaboration Office will be pleased to collaborate with the WDE in providing advance literacy skills; including pre-literacy skills, reading, and writing for students from birth through age five in Wyoming.

The WDE is one of my office's valued partners. Currently, the Head Start State Collaboration Office, the WDE, and other related entities, such as the Wyoming Head Start Association, collaborate to strengthen the early childhood system in Wyoming. Quality language and literacy development, with proven positive outcomes for low income children and their families, can only enhance and augment these efforts.

Please don't hesitate to contact me if you have questions.

Sincerely,



Rick Hufnagel,
Director
Wyoming Head Start State Collaboration Office
rhufnage@uwyo.edu

Child Development Services of Wyoming

April 29, 2011

Superintendent Cindy Hill
Wyoming Department of Education
Hathaway Building
Cheyenne, WY 82002

Dear Superintendent Hill,

Child Development Services of Wyoming (CDS) supports your department's application for discretionary grant funds from the Striving Readers Comprehensive Literacy (SRCL) Program. This award would further the development of literacy skills in the state through the creation and implementation of a statewide literacy plan for children from birth through twelfth grade.

CDS is a membership organization of non-profit developmental preschools in the state. Through forty community-based child development centers, these preschools provide quality, family-centered early intervention services to infants and preschoolers with developmental delays and disabilities.

Supported by funds from the private and public sectors, our members provide an extensive offering of early childhood screenings, evaluations and services. When a developmental disability or delay is identified, research-based interventions are targeted to meet the needs of the child and family, and these services are conveyed by an array of early childhood professional educators and therapists in all areas of this rural state.

This system of screening, assessment and targeted professional intervention is research-based. Wyoming is the first state in the nation to adopt the recommended practices of the Division of Early Childhood (DEC) as statewide minimum standards. Based upon the most recent data released by the US Office of Special Education Programs (OSEP), Wyoming leads the nation in the percentage of its birth to five year old population receiving needed early intervention services, and our state is also one of the national leaders in providing these interventions in an inclusive preschool environment.

Early childhood language and literacy development is an important part of these quality interventions. Every developmental preschool, regardless of its remote location, employs

masters level speech-language pathologists who help indentify infants and preschoolers with delayed language development and provide immediate age-appropriate interventions. In 2003, CDS struck a partnership with the University of Wyoming's SLP Graduate Program to provide financial incentives its graduate students and recent graduates to practice in the state's developmental preschools. This initiative has been quite successful in attracting these important professionals to the early childhood field.

The developmental preschools also offer services in literacy for the infants and preschoolers they serve to address developmental delays, nurture early childhood vocabulary and literacy skills and build an appreciation for reading. CDS has funded training seminars in early childhood literacy for developmental preschool professionals, and our member programs have offered additional training and technical assistance in this important intervention for their staff. Again, the 2009 OSEP data shows that Wyoming is a national leader in conveying needed early interventions in speech-language and literacy development.

CDS also created and developed the successful Wyoming Raising Readers Program, which links early childhood literacy with immunizations for birth to five year old children. This endeavor became its own non-profit corporation a few years ago.

As briefly described above, Wyoming's developmental preschools and CDS place a great deal of importance on early childhood literacy and language development. Along with social-emotional development, research demonstrates that these are some of the keys to accessing the lifelong benefits for individuals and communities conveyed by quality early childhood developmental services.

CDS is happy to work with the Wyoming Department of Education in implementing a state version of the SRCL program. Grant funds would help support the developmental preschools' current work in literacy and language development. This in turn would likely extend these quality services to even more infants and preschoolers with developmental delays and disabilities. And, CDS is willing to assist in the creation of a statewide literacy plan that better links the early childhood field to K-12 schools.

Good luck in the department's pursuit of this worthwhile program grant. Please let us know if there is anything else we can do at this point.

Sincerely,

John Starnes
Board President

NATRONA
COUNTY SCHOOLS
SUPERINTENDENT'S OFFICE
970 N. GLENN RD. * CASPER, WY 82601 * FAX: (307) 253-5333* WWW.NATRONASCHOOLS.ORG

April 25, 2011

Ms. Cindy Hill
State Superintendent for Public Instruction
Wyoming Department of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

RE: Letter of Support for Wy Department of Education's Striving Readers Grant

Dear Ms. Hill:

Natrona County School District enthusiastically supports the Wyoming Department of Education's proposal to submit an application for the Striving Readers Comprehensive Literacy discretionary grant. The district strategic Goal #1 is Literate Students: "All students will exit grade 3 reading at grade level."

NCSD#1 would project the following as potential activities to address the priorities of the grant funds:

1. Implement a district-wide Birth to grade 12 literacy assessment and data collection system, which would provide comparative data for all students. The system would enable principals and teachers to collect and analyze literacy data, particularly for disadvantaged students, in order to benchmark learning as students meet quarterly curriculum targets in reading and writing.

2. Provide comprehensive professional development, support, and coaching to principals and teachers focused on the use of assessment data to modify, adjust, and improve instruction in the Five Big Areas of Reading: Phonological Awareness, Phonics, Vocabulary, Fluency, and Comprehension as well as Writing Skills of: Idea Development, Organization, Voice, and Conventions.

3. Provide Technology-based learning resources to enhance reading and writing assessment and instruction such as Lexia and/or Orchard Learning in PreK through grade 8 and MyAccess Writing in grades 3-11.

Natrona County School District supports the pursuit and distribution of the SRCL discretionary funds through a formula-based method, which considers factors such as: poverty rate, enrollment of ELL students, enrollment of Homeless students, and high school drop-out rate.

NCSD#1 supports the implementation of state-wide literacy initiatives, Birth to grade 12, including: 1. assessment, curriculum and instruction, standards alignment, intervention, and professional development resources.

Sincerely,

Joel Dvorak, Ed.D.
Superintendent

Joel Dvorak, Ed. D.
Superintendent of Schools
(307) 253-5222

PR/Award # S371C110022

PARK COUNTY SCHOOL DISTRICT #6

Cody Public Schools
919 Cody Avenue
Cody, Wyoming 82414

May 2, 2011

To the SRCL Selection Team;

Park County School District #6, Cody, supports the Wyoming Department of Education (WDE) in applying for the federal discretionary funds, Striving Readers Comprehensive Literacy (SRCL) grant.

In collaboration with the Children's Resource Center (CRC) and Absaroka Head Start, the grant funding would be used to accomplish the literacy goals specific to Absolute Priority 1. Disadvantaged pre-kindergarten children would be identified using the processes established by CRC and Head Start. Once identified these targeted students would receive a developmentally appropriate book monthly to support language and literacy skills in the home. In order to meet the Wyoming Early Childhood Readiness Standards, this project would allow children to have access to a wide variety of genre, vocabulary, and concepts of print which will in turn, impact their literacy experiences.

Evidence to support this project would be data collected through our annual kindergarten-screening tool. The goal would be to increase the number of pre-school children who meet the criteria of readiness.

Respectfully submitted,

Bryan Monteith, Superintendent

Raising Readers in Wyoming, Inc.

Jolene Olson,
Executive Director
6 Maxine Place
Sheridan, WY

Phone:
307.673.1885
Fax: 443.697.0069
jubileew@fiberpipe.net

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Casper

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Casper

Dave Kathka
Rock Springs

Bob Tarantola
Casper

raising readers in Wyoming

May 3, 2011

Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY

Dear Ms. Jillian Balow:

Raising Readers is pleased to write a letter in support of the Wyoming Department of Education's application for the Striving Readers Comprehensive Literacy grant.

Raising Readers in Wyoming encourages parents to read to their young children by providing beautiful new books as part of their well child health care visits. Our program distributes books in all 23 Wyoming counties. We have distributed over 192,000 books since beginning in late 2002.

As Neuman and Dickinson (2001) note, "Children are doing critical cognitive work in literacy development from birth through six and that quality instruction makes a vital contribution in these years to children's success as readers and writers." Through Raising Readers Wyoming children will receive ten books prior to entering school. Parents receive age-appropriate "Reading Tips" written by Wyoming Speech Language Specialists and the medical personnel encourage parent to read to their children beginning at 2 months of age using "Talking Points".

I am delighted that the grant recognizes the importance of early childhood and parent involvement in school readiness. M. Hood, E. Conlon, and G. Andrews stated in a 2008 Journal of Educational Psychology, "Parent–child reading is related to greater vocabulary development, which others have shown is an important predictor of later reading comprehension. Depending on a positive socioemotional context, parent-child reading is also important In fostering the child's own motivation, which has long-term consequences for their reading as well."

I believe that the Striving Readers Comprehensive Literacy grant will enhance parent-child relationships by implementing effective methods to communicate to parents what is expected of their children when they enter kindergarten and will model to parents diverse methods to reach that goal. Raising Readers is ready to enter a dialogue that addresses ways our organization can further encourage parents to read to their young children and prepare for school and life-long learning.

Sincerely:
Jolene Olson, M.Ed.

Raising Readers in Wyoming encourages parents to read to their young children by providing beautiful new books as part of their well child health care visits.

SHERIDAN COUNTY School District #2
EXCELLENCE AND ACCOUNTABILITY

Craig Dougherty, Superintendent

APR 2 9 2011

Administrative Offices
201 N. Connor, Suite 100
P.O. Box 919
Sheridan, WY 82801
Phone: 307-674-7405
Fax: 307-674-5041

April 27, 2011

Cindy Hill
State Superintendent of Public Instruction
Hathaway Building
2300 Capitol Ave.
Cheyenne, WY 82002

Dear Superintendent Hill:

I am writing to wholeheartedly endorse your proposal to the US Department of Education for a Striving Readers Comprehensive Literacy (SRCL) discretionary grant. As Chairman of your Learning Initiative Advisory Board, I believe this proposal will do much to concentrate and align the diverse reading programs and interventions that exist in our state. Wyoming is such a small and rural state that we have the opportunity to function as a laboratory setting to see what can happen when K-12 institutions and agencies join forces in a common effort to improve literacy rates.

My own district-- Sheridan County School District Number Two-- is consistently among the highest performing school districts in the state, but we are still not satisfied that our students read at the level that we would like to see. The need for a proposal such as this is underscored further by the new challenges raised by the Common Core State Standards. Indeed, I fear that fully one third of the students in this high performing school district will not meet the career and college readiness aspirations of the Common Core, as measured by the Smarter Balance Assessment Consortium in 2015.

I can tell you that this district will work with neighboring districts, nonprofit organizations, regional preschools, and our local community college to unite forces and improve literacy skills from "cradle to career." By combining and aligning resources and efforts, I am confident we can provide greater and more focused literacy programs for the underachieving readers in our region and the state.

Thank you, once again, for organizing this effort and crafting the proposal. I look forward to working with you on this and many other state improvement initiatives.

Sincerely,

Craig Dougherty, Superintendent

e13

PR/Award # S371C110022

May 2, 2011

Wyoming State Superintendent Cindy Hill
Wyoming State Department of Education
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne, WY 82002-0050

Attention: Jillian Balow
RE: Letter of support for the Wyoming Department of Education SRCL grant application

Superintendent Hill,

Sublette County School District #1 supports the Wyoming Department of Education's direction in the federal grant application for the Striving Readers Comprehensive Literacy grant.

Projections for how this district may utilize grant funds include the continued development of specialized teacher skills for the teaching and assessment of reading for all content areas. During the 2010-2011 school year, this district engaged in a literacy audit. One of the outcomes of this audit is the development of instructional paths based on student performance on the state test, PAWS and on the NWEA MAP test. Our next steps involve implementation of interventions and then analysis of the impact of these interventions. Projected results will include the identification of gaps in student learning to accompany additional teacher training. SRCL grant funds will promote additional onsite specialized professional development for teachers which will fill student learning gaps.

One area for accelerated improvement is our English Language Learners reading development. This population has doubled each year for the last five years. A more comprehensive ELL program needs to be developed. Teachers also need specialized training for this group of students. Additionally, there is a need to develop ongoing support for students and parents as this population increases. The SRCL grant funds will support professional development and the development of curriculum for this specialized area.

Concerning this district's support in the Wyoming Department of Education's pursuit and distribution of grant funds, as well as the implementation of state literacy initiatives:

- Sublette County School District #1 will share the process and results of research and implementation with the state department. Results will provide examples or models of best practice.
- Sublette County School District #1 will provide aggregated student performance data that demonstrates change outcomes in the form of a summary to the Wyoming Department of Education.

Thank you for providing this opportunity,

Jay Harnack, Superintendent

Teton Literacy Center
100% Literate Community

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President

Ceci Clover
Vice President

Matt Rodosky
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Lindy Sayers

Jade Walsh

Valley Peters
Executive Director
1715 High School Road, #260
P.O. Box 465
Jackson, WY 83001
Phone: 307-733-9242
Fax: 307-733-9086
info@tetonliteracy.org
www.tetonliteracy.org

May 2, 2011

To Whom It May Concern:

As Executive Director of Teton Literacy Center in Jackson, Wyoming, I write to you to reinforce how great the literacy needs are in this state. Our organization deeply supports efforts made by the Wyoming Department of Education to secure federal funds through the Striving Readers Comprehensive Literacy discretionary grant.

In Teton County, our Latino population stands at 13 percent. This enormous growth in an English learning population has greatly impacted our schools and entire community. In Jackson Elementary School, 40-45% of each grade is Latino. Teton Literacy Center has always been at the forefront of serving this growing need in our community. We have focused on providing English classes for adults, as well as literacy tutoring for all ages. Surprisingly, 60% of learners in our K-12 after-school tutoring program are native English speakers. There is a clear need to support both English language learners and native English speakers in literacy development.

We have a strong partnership with all area schools, public and private, although the majority of students served come from Teton County School District (TCSD). While this district has not been able to meet AYP in their subgroups of English language learners and free and reduced eligible students, they have made many changes and are working hard to address the needs of these children. Our agency provides critical support to improve the literacy skills of children in these at-risk categories.

Teton Literacy Center is transforming its programming to focus more energy and resources on family literacy, especially in the area of early literacy for birth to 5 years old. We will collaborate with a number of community partners to including childcare providers, pre-schools, the Children's Learning Center, and Teton County Library to develop literacy services for parents with infants and toddlers. Our goal is to ensure that parents have the skills to support their children's literacy development while increasing the children's skills simultaneously.

With SRCL sub grant funds, the following are potential goals we would pursue depending on the amount of funding available:

1. Implement family-based literacy interventions for teen parents, working with already established teen parenting services to maximize resources.
2. Identify families who are on the waiting list to be served by Head Start and Early Head Start to provide literacy-based parenting education.
3. Implement a home visit program for 40 "at-risk families" to establish literacy rich home environments and strong literacy practices among caregivers at home. Services would be provided in both Spanish and English.
4. Provide parent education in Spanish to target English language learning families and support language learning in a family setting.
5. Provide one-on-one tutoring to adolescents at Summit High School, an alternative school, for teens who have left traditional public school and who may be at risk of not finishing school.
6. Offer literacy workshops and resources to child care providers, especially to those who are providing informal services in the community.

We would act as the literacy "hub" for our community, as we are ideally situated to support the distribution of grant funds and implementation of state literacy initiatives.

- We have developed a new relationship with the University of Wyoming. Their College of Education is in the early stages of developing a Literacy Research Center and Clinic.
- We already collaborate with a large number of community partners and are a key partner in the newly formed Systems of Education. This group could play a key role in supporting the pursuit and distribution of grant funds.
- Our agency has an 18-year history in providing literacy services in Teton County. We are well respected and have a proven track record of providing excellent services.

With respect to priority area #2, data collection has been identified as a strategic focus for the next 3-5 years. We are exploring usage of the America Learns software to provide a range of data on our volunteer-based tutoring program and will improve instructional practices.

I hope that as national leaders in education, you will prioritize these potential programs in order to promote strong literacy skills and create a vibrant learning environment that nurtures children and families in positive ways. Young children who have strong literacy skills will become the educated and involved community members that we all desire and depend on for furthering our democracy.

If you have any questions or would like further comment, please feel fee to contact me at (307) 733-9242.

Warm regards,

Valley Peters

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-WYSR_resumes_Pt6.pdf**

RESUME
SHERYL A. LAIN
2011

Personal Data

(b)(6)

Education

1. Pre-college: Attended schools in Powell, Wyoming; graduated #4
2. Undergraduate: Northwest College in Powell, 1963-64
   BA cum laude University of Wyoming, 1968, English/Spanish major, journalism certification; reading endorsement in progress
3. Graduate: MEd from University of Wyoming, College of Education, Education Foundations, graduate assistant, 1978
   "Essays in Dialogical Education" dissertation
   Literacy Endorsement (18 credits) U.W. 2010

Professional Experience

1. Morton and Wind River High Schools, Wyoming, 1968-70. English grades 9-12, journalism; student population was 40 percent Native American. On transition faculty during redistricting/consolidation of Morton and Pavilion into Wind River High
2. Central Wyoming College, 1972. Learning Skills Center tutor
3. Riverton High School, Wyoming, 1974-76. Teacher English and journalism
4. Carey Junior High School, Cheyenne, Wyoming, 1978-90. Teacher English grades 7-9, journalism
5. Central High School, Cheyenne, Wyoming, 1990-95. Teacher English grades 10-12
6. McCormick Junior High School, Cheyenne, Wyoming, Teacher 1995-96
7. Language Arts Coordinator, Laramie County School District No. 1, 1990-95, grades 7-12
8. Language Arts Coordinator, Laramie County School District No. 1, 1995-2002, full-time, grades K-12
9. Director of Wyoming Writing Project, 1994-2002
10. Language Arts—Wyoming Department of Education Common Core—1997-2003
11. Title One consultant—Wyoming Department of Education, 1998-2005
12. Literacy Consultant—2002-present
13. Presenter for Bureau of Education and Research 2000 to present
14. Instructional Facilitator for LCSD #1—2006-2009
15. Teacher on Special Assignment for special education—2010
16. Instructional Leader appointment, WY Department of Education, 2011 to present

Student Service

1. Morton/Wind River: originated competitive speech team, yearbook, monthly newspaper, library, play production of "Our Town."
2. Riverton High: award winning monthly newspaper, award winning yearbooks, annual literary magazine

3. Central Wyoming College: drama director of "Our Town."
4. Carey Junior High: 30-page monthly newspaper, yearbook, annual literary magazine, graduation ceremony program, performance and slide show, news releases to local media, sponsor of RIF, gifted and talented enrichment activities
5. Since its inception in 1987, served on county board for Congressional Award and sponsored an average of 6 students a year to achieve their Congressional Awards. Approximately 4,000 hours in community service.
6. My students have won Optimist Speech Contests, American Legion Oratorical Contest, Mayor's essay contest, NRA writing contest, state anthologies, Young Author's. They have been published in state anthologies, in ROEPER REVIEW, a national magazine for the gifted, and in various local, state, regional and national publications.
7. Sponsor of Central High School literary magazine since 1990
8. Facilitator of McCormick Junior High and Johnson Junior High literary magazines, 1991-93
9. Director of "A Word's Worth Writing Symposium" for LCSD#1 secondary school writers, 1990-97 which puts hundreds of young people in contact with professional writers for two days.
10. Wrote and was granted money from Wyoming Arts Council to support "A Word's Worth Writing Symposium" for numerous years
11. Facilitated numerous functions/groups to present to LCSD#1 students: Poetry Alive, Denver Center Theater, Old West Museum's Folklore Program, Poets in the Schools, Tour De Force

Extra School Services

1. District Gifted and Talented Committee -- two years
2. Committee Chair for North Central Accreditation Team -- two terms
3. Superintendent Action Plan on Public Relations, 1987
4. District Curriculum Committee -- 6 years
5. District's Holistic Scoring Team - 14 years
6. Training of student teachers

Public Service

1. Sponsor of church youth activities for 15 years
2. Boy and Girl Scout leader for 5 years
3. Volunteer for summer baseball program for 15 years
4. Member of community theater, 6 years
5. Member of community and church choirs, 25 years. Soloist
6. Volunteer on Cancer Crusade, Diabetes, United Way, etc. every year for 25 years

Community Organizations

1. Delta Kappa Gamma, an international honorary for women educators, since 1980. Local and state chairs including state editor of ROUNDUP, state editor of book, LET YOUR LIGHT SHINE
2. PEO, a philanthropic, educational organization for women, since 1975. Held all offices on local level including president
3. United Presbyterian Church, since 1958. Active in all facets, including Ruling Elder in Cheyenne's First Presbyterian Church

Professional Memberships

1. National Council of Teachers of English, 18 years. Attended 6 national conventions
2. International Reading Association, 8 years
3. CTEA and NEA since 1968
4. Wyoming Writing Project Board of Directors, since Fall 1992

Honors and Awards

1. Graduated 6 in class of 150 from Powell High School and scored in 94th percentile on aptitude test; recipient of Balfour Award as outstanding female graduate, first female student body president in 1962. Extra-curricular activities: lead in school play, "Playboy of Western World"; competitive debater; cheerleader; president of Spanish Club, school choir and church youth group; officer of National Honor Society; yearbook staff; swimmer on school's water ballet team; soloist in honors choir
2. At Northwest College had a debate scholarship. Lead in college play, "Look Homeward, Angel"
3. A UW freshman, I was tracked in honors English and passed out of four semesters of Spanish. Graduated with honors after six semesters of college
4. Selected for honoraries: Phi Rho Pi, Phi Sigma Iota, Kappa Delta Pi (education honorary, 1966), Phi Kappa Phi (1968)
5. Offered, but did not accept due to family move, teaching assistantship in English at UW in 1977
6. Selected as Honorary Director of Wyoming Congressional Award by Wyoming's Congressional Delegation to Washington, D.C.
7. Honored at LCSD#1, Fall 1992, for publishing and being appointed to Board of Directors for Wyoming Writing Project
8. Nominated by school colleagues as "We Care Representative" for outstanding contribution to education, 1987
9. Nominated by State Congressional Award Board as the J.C. Penney Volunteer of the Year, 1990

Publishing

1. WYOMING, THE PROUD LAND, book, an illustrated history of Wyoming, co-authored with Gayle Lain, 1968.
2. "Autumn Baptism", a poem in CHRISTIAN CENTURY magazine, Fall 1992.
3. "Sleeper's Ballet", a poem in THE DAKOTA regional literary magazine, Fall 1992.
4. "Setting High Goals, the Congressional Award", DELTA KAPPA GAMMA BULLETIN, Spring 1992.
5. "A View of Genesis", a poem, POTPOURRI, Spring 1992.
6. "A Parable", vignette, MONDAY MORNING (national Presbyterian magazine), Spring 1992.
7. "Marriage", a poem, PEO RECORD, September 1991.
8. "If I Were Jesus", "Circles", and "Goodbyes", poems, HIGH PLAINS REGISTER, LCCC literary magazine, 1992.
9. "Goodbye, Children", a poem, THE TEACHER'S SLATE, Lawrence, KS, Spring 1992
10. "Bookmark," *Delta Kappa Gamma Bulletin*, Winter 1995.
11. "What's the Big Idea? -- Connecting Creative and Academic Writing", monograph for NCTE, 1997.
12. "A Teacher's Memoirs," *Teacher Lore*, (monograph), Greenwood Publishing, 1997.
13. "A Poem for Every Student", *Quarterly*, February, 1996.
14. "Writing's in the Bag", *Carolina English Teacher*, 1996.
15. "Real Reform: Unschooling Ourselves to Wholeness", *The Potter's Wheel*, *NYSEC Monograph*, 1995.
16. "October Swim", (poem), *Crone Chronicles*, Winter 1993.
17. "Fly," a poem in *Inland*, 1994.
18. "Reading Reconsidered . . . a review", *Inland*, Spring 1995
19. *A Poem for Every Student*, a book published by University of CA Press at Berkeley under National Writing Project, 1997.
20. "I Love You Miss Petrie, but…" *Virginia English Bulletin*, vol 47 Fall, 1997.
21. *Let Your Light Shine,* a book honoring retired Wy women educators, Delta Kappa Gamma, 1993.
22. *Literacy Links* newsletter—8 pages thrice yearly 1998 - 2008.
23. "Standards-Based Language Arts Classroom—Hopeful Reform", *Teaching and Change,* NEA Corwin Press, Inc., 2001.
24. "Teaching is a State of Mind: Relationships, the Heart of Curriculum," *Teacher Lore and Professional Development for School Reform,* Bergin and Harvey, 1998.
25. "What's the Big Idea? Linking Creative and Academic Writing in the Multigenre Research Paper," *Reflective Activities*, Reid and Golub, NCTE, 1999.

26. "Dimensions of Reading," *Voices from the Middle*, vol 11, Number 1, September 2003
27. "Reading Fluently Means Going Public," *Inland*, vol. 26, 2003.
28. "Reading is Thinking," *Wiretap,* Winter 2005.
29. "Literacy Circles as a Schoolwide Reading Intervention," *English Leadership Quarterly.* Won 'honorable mention' as best article of year.
30. "Postcard from an Old Friend: Reaffirming Writing Workshop," *Voices from the Middle,* vol. 14, March 2007.

Presenting

1. Gifted and Talented State Convention, UW, Summer 1989
2. "A Word's Worth Writing Symposium", Writing Conference, Kansas City, Spring 1992
3. " A Word's Worth Writing Symposium", Wyoming Interdisciplinary Conference, Cheyenne, Wyoming, Fall 1992
4. "Writing to Bridge the Generation Gap", Wyoming Reading Conference, Cheyenne, Wyoming, Fall 1992
5. "Portfolios: An Assessment Tool", LCSD#1 Secondary Schools, Fall 1992
6. "First Things First", presentation at NCTE, San Diego, 1995
7. NCA Conferences biannually since 1998-present
8. WY Literacy Conference since 1996
9. Statewide training since 1998
10. Secondary Reading Training That Works, International Reading Association in Reno, 2004
11. Six Traits of Writing Secondary, Instructional Coaching, Six Traits of Reading, Bureau of Educational Research 2001-present
12. Keynoter for NE Early Literacy Conference, 2005—*From Phonemic Awareness to Read-Aloud*
13. Presenter for annual paraconference, Casper, Summer 2008
14. Presenter for BER internationally on writing process, coaching for literacy success, and RtI
15. Presenter for Brain-Based Conference, Jackson, Summer 2008

Facilitator/Director of In-service and Curricular Programs

1. Nancie Atwell workshop, Susan Achziger presenter, 1991
2. Wyoming Writing Project, over 70 one or two-week sessions, since Summer 1992
3. Directed holistic scoring team for school-wide writing, 1990-present
4. Directed outcomes-based curriculum writing for grades 7-12 and textbook adoptions, 1990-2002
5. In-services on textbook adoptions
6. Director of UW class, "Write to Know," Wyoming Writing Project Fellows, Spring 1993
7. Published STUDENT WRITERS' MARKET, a handbook for teachers to get students published
8. Member of writing circle stemming from Wyoming Writing Project, 1992. Facilitated fellow teacher/writers in the process of writing, sharing and publishing
9. Writer of a "Center for Teaching and Learning Planning Design" for LCSD#1, member of a CTL team at Central High School
10. Committee person on an interdisciplinary course with other district coordinators. Offered to district seniors and community
11. State Accreditation Writing Team for LCSD#1.
12. Facilitated dozens of in-services statewide and nationally on literacy, especially writing.
13. Adjunct professor for University of Wyoming since 1998.

Hobbies

1. Vocal music -- a classical soloist
2. Writing/Reading
3. Remodeling old houses -- Gerald Ford's father's home in Riverton, a Union Pacific Railroad depot into home
4. Family -- four children, their spouses thirteen grandchildren.

CRAIG DOUGHERTY

(b)(6)

EDUCATION:

Certification: Principal & Superintendent: University of Wyoming & Montana State University
M.A.T. Elementary Education; University of Alaska, 1987
B.S. Psychology; Arizona State University, 1981
A.A. Psychology; Northwest Wyoming Community College, 1978

PROFESSIONAL EXPERIENCE:

Superintendent of Sheridan County School District No. 2: 2000 - Present

- Serves as the instructional leader of the school district.
- Facilitates strategic and annual planning.
- Supervises all operations of the district, including instruction, Federal programs, Special Education, business operations, maintenance, new construction, personnel, staff development, curriculum development, and student assessments.
- Works with the Board of Trustees to establish annual goals, implement the goals, and monitor progress.
- Acts as a liaison between the Board of Trustees and community foundations such as Whitney Benefits, Sheridan Stadium Foundation, Daniels Fund, Perkins Foundation, Scott Foundation, etc.
- Instrumental in creating a non-profit foundation for the school district, the Sheridan Community Educational Foundation.
- Represents the district at national, regional, state, county, and community meetings.

Board President - National American Indian, Alaskan, & Hawaiian Educational Development Center: 2004 – Present

- Created and developed the Center.
- Coordinates fundraising with private individuals, foundations, and the federal government.
- Supervises the university-based program that serves to effectively train teachers of Native American children in reading and math and to establish a four-year pre-service program.
- Hires staff for the Center.
- Collaborates with universities throughout the world to provide instructional strategies and visiting professors.

Assistant Superintendent of Sheridan County School District #2: 1996 - 2000

- Supervised all principals, Special Education and Federal Grants.
- Supervised all curriculum and assessment work.
- Provided innovative leadership regarding instructional programs.

State Site Coordinator for Wyoming Reading Recovery Consortium: 1995 - Present

- Envisioned and created the Consortium to train Reading Recovery teacher leaders.
- Worked collaboratively with California State University-San Bernadino and the University of Wyoming to form the Wyoming Reading Recovery Consortium.
- Supervised the implementation of Reading Recovery in Wyoming.

Elementary Principal, Jefferson Elementary School: 1994-1996, Riverton Wyoming

Elementary Principal, Westside Elementary School: 1992-1994, Sidney, Montana

- Responsible for the operation of the school.
- Directly supervised and evaluated all staff, teachers, and counselor.
- Oversaw the pre-school and daycare programs.
- Responsible for all discipline issues.
- Oversaw the curriculum and administration of assessments.
- Served as school liaison with parent organization.

Principal K-8 and K-12 St. Labre Catholic School: 1987-1992, Ashland, Montana

- Responsible for the operation of the school.
- Directly supervised and evaluated all staff, teachers, assistant principal, counselors, nurse, and athletic director.
- Provided instructional leadership and staff development for teachers and staff.
- Responsible for all discipline issues.
- Oversaw the curriculum and administration of assessments.
- Served as school liaison with parent organization, St. Labre Foundation Board of Directors, and church leaders.

Teacher: 1984-1987

Taught in a variety of K-12 schools all of which were on Indian Reservations or in Eskimo villages working with at-risk children.

RELATED EXPERIENCE AND ASSOCIATIONS:

- WyCAS Policy Advisory Board Member
- Certified Practitioner in the Boys Town Behavior Modification Models
- Member of Reading Recovery Council of North America, American Association of School Administrators, Wyoming Association of School Administrators

AWARDS, PRESENTATIONS AND PROGRAM PROPOSALS:

- Reading Recovery Teacher Leader Award from Reading Recovery Council of North America - 2003
- Elected Board of Directors: Reading Recovery Council of North America - 2011
- Selected by State Superintendent: Chairman Learning Initiative Advisory Board - 2011
- Featured speaker at Early Literacy Learning Conferences - South Dakota State University and The Ohio State University - 2003
- Keynote Speaker at Early Literacy Learning Conference – University of Arkansas at Little Rock - 2002
- Developed Wyoming Reading Recovery Program and Early Literacy Learning and Extended Literacy Learning projects - 1995
- Initiated the Math Frameworks and Math Recovery Programs in Sheridan District No. 2 - 2000
- Plenary Speaker: National Math Recovery Conference - 2010
- Coordinated Rocky Mountain Literacy Conferences and Reading Institutes – 1996-1997
- Wrote discipline program entitled Alternative Behaviors for the Classroom - 1990

COMMUNITY ACTIVITIES:

- Sheridan Rotary Club
- Sheridan County Chamber of Commerce and Member of Shop Sheridan Committee
- Member of Holy Name Catholic Church
- Meals on Wheels Volunteer

RESUME

Christine Steele

(b)(6)

Professional Experience at the State Level

Wyoming Department of Education - Director of Federal Programs and Educational Quality and Accountability; Responsible for state implementation and monitoring of federal programs under the Elementary and Secondary Act reauthorized as the No Child Left Behind Act of 2001. Provide leadership for a staff of 29 and budget oversight for $60 million including oversight for the state federal grants management system. Provide oversight for state educational programs including technical assistance, school improvement, and accreditation; 2005-Present.

New Mexico Department of Education – State NAEP Director; Responsible for the National Assessment of Education Progress in New Mexico schools. Provide data review and technical assistance; 2004-2005.

Wyoming Department of Education – State Program Director for Title I. Provide leadership and technical assistance to schools districts for the implementation of Title I educational programs for academically at-risk students. Responsibilities included allocation, monitoring and oversight for multiple federal budgets of $30 million; 1998-2004.

Professional Experience in School Districts

School Principal – Administration of elementary schools in Indiana and Arizona. Grade levels included K through 8. Responsibilities included supervision of elementary and middle school faculty and curriculum, parent and community relations and fiscal oversight; 1990-1998.

Elementary School Teacher - Certified Elementary Teacher in both Indiana and Arizona. Taught various grades from 3 through 8; 1976-1990.

Education

Indiana University	Certification of Supervision and Administration
Indiana University	Master of Science Degree in Education
Ball State University	Bachelor of Science in Education

Jillian Balow

(b)(6)

Professional Experience

- **Wyoming Department of Education** **Present**
  Supervisor and Program Manager, Federal Programs and Accountability
    - Work collaboratively with team members, agency staff, educational partners, state government, and others to fulfill strategic goals and carry out initiatives in Wyoming education
  - Coordinate, faciliatate, manage and evaluate programs and projects from conceptualization to implementation
  - Supervise and lead a staff of 5-7 full-time employees
  - Collaborate with multiple stakeholder groups: school districts, higher education, state government, various councils, state and national organizations
  - Prepare and present program reportsto legislative committees, boards of education, councils and school district personnel:
    - Instructional Facilitators annual report to the Joint Education Committee (currently funded at $16 million annually)
    - Reading Assessment and Intervention funding reports to 2010 Select Committee for School Finance Recalibration (currently funded at $400,000 annually)
    - Quarterly reports to the Management Audit Committee following a program evaluation of the Reading Assessment and Intervention program
    - Regular reports and updates to the Wyoming State Board of Edcuation on Certified Personnel Evaluation Systems, current legislation, literacy, and early childhood programs
    - Program updates to various councils and organizations
    - Ongoing training for school districts on topics including: legislative updates, funding guidance, data collection requirements, and program implementation
  - Collect, analyze, synthesize and share qualitiative and quantitative data for program improvement
  - Pursue, research, write and monitor state and federal grants (most recently submitted the Striving Readers grant application for $8 million over 60 months)
  - Coordinate and deliver professional development, technical assistance, and monitoring for districts and schools
  - Study, plan and implement school improvement reform strategies in collaboration with school districts
  - Communicate informally and formally with multiple and diverse stakeholders on a frequent and regular basis
  - Pursue, organize, and monitor agency contracts
  - Group and Council Affiliations: Early Childhood Consortium (lead), WDE/PBS Partnership, Instructional Facilitator Task Force (lead), State Literacy Team (lead), Reading Assessment and Intervention Task Force (lead), Internal Literacy Design Team(lead), State System of Support Oversight Team, Organizational Assessment, North Central Accreditation (co-lead trained), Association for Supervision and Curriculum Development, Northwest Regional Comprehensive Center Leadership Council

Jillian Balow

(b)(6)

- **Rimrock Consultants** **2006-present**
  - Provide comprehensive ongoing professional consulting and follow-up services in K-12 Literacy.
  - Wyoming Department of Education – Reading First State Coach (2006-2008)
  - Out of state contracts (2007-present)
  - In-state contracts (2007-2008)
- **Campbell County High School** **2005-2006**
  - *Language Arts Teacher, grades 10-12*
  - NCA Steering Committee
  - District Literacy Team
- **Hulett School** **1999-2005**
  - *Language Arts Teacher, grades 7-12*
  - Adjunct professor for EWCC
  - New Teacher Mentor
  - Reading Committee Chairperson
  - Superintendent's Council
  - NCA Steering Committee
  - Athletic Coach
  - Class Sponsor
- **Moorcroft Elementary School** **1998-1999**
  - *Music and Band Teacher, grades K-6*
  - Sallie Mae First Class Teacher of the Year for Wyoming, 1999
  - NCA Steering Committee
  - Gifted and Talented Coordinator
- **Campbell County School District** **1993-1997**
  - *Elementary Teacher*
  - Various one-year contracts including 3rd grade, 4th grade, Kindergarten, and homebound instruction

Education

Regis University, Denver, CO 2003-2005
M. Ed. English, thesis topic: Adolescent Literacy

Black Hills State University, Spearfish, SD 1995-1996
Secondary Language Arts endorsement, Middle School endorsement

University of Wyoming, Laramie, WY 1988-1994
B.A. Elementary Education

Gail Elaine Eisenhauer

(b)(6)

EMPLOYMENT:

August 1996 to December 2010
Attention Homes, Inc., 714 West Fox Farm Road, Cheyenne, WY 82007
As the founding Education Director of Attention Homes School I was responsible for all developrnent, implementation, and monitoring of school instruction and operations. My duties included:

- Accreditation Coordinator - Achieved and maintained Full Institutional Accreditation through the Wyoming Department of Education and NCA-CASI/AdvancEd
- Special Education Director
- Grant Writer and Grant Evaluator
- Supervisor of 22 teachers and support staff
- Agency Leadership Team member
- Title I Director
- Federal Programs Manager
- Title VI-B Project Coordinator
- Title II Teacher Leader Partnership Project Coordinator
- Carl J. Perkins grant facilitator
- District Liaison (Laramie County School District Nos. 1 and 2)
- Professional Development Director

EDUCATION:

University of Wyoming, M.A., Special Education, May 2005
University of Wyoming, B.A., English/Journalism Secondary Education, May 1991

PROFESSIONAL DEVELOPMENT:

- *The Mandt System, Annual Certification,* 2005-201
- *Preventing Sexual Harassment. August* 2010
- *NDTAC (Title I Neglected and Delinquent Technical Assistance) National Conference,* Washington, D.C., June, 2009
- *The Search Institute, Educational Trainer Symposium,* Nov. 2008
- *Wyoming School Safety Summit,* April 2008
- *Building Positive Behavior Supports in Schools,* April 2004 - Dec. 2005
- *Professional Learning Communities Coaching Academy,* April 2005
- *Improving Reading and Transition Services for At-Risk Youth Summer Institute,* July 2005
- *2005 Teton Institute,* Jackson, WY, June 2005
- *HOPE Foundation Annual Fall Institute,* Cambridge, MA, Oct. 2004
- *Managing Multiple Projects, Objectives and Deadlines,* July 2004
- *2004 Teton Institute,* Jackson, WY, June 2004
- *Strategic Tutoring,* Dec. 2003
- *Inspired Teaching,* Sept. 2003
- *Community Dialogue on Substance Abuse,* Oct. 2001
- *Strategic Fundraising,* March 1998

- *Corrective/Criminal Thinking*, May 1997
- *University of Wyo. Extension Family & Nutrition Program*, May 1997
- Advanced Intensive Corrective Thinking Academy, July 1997
- *International Reading Association National Conference*, San Antonio, TX, April 2006
- *International Reading Association National Conference*, San Francisco, CA, April 2007
- *Renaissance Learning Annual Conference*, Memphis, TN, 1999
- *Renaissance Learning Annual Conference*, Orlando, FL 2001
- *Mind Over Matters in Corrective Thinking*, Aug. 1998
- *Mind Over Matters in Corrective Thinking*, Aug. 1998
- *Kids, Drugs, and Alcohol*, June 1997
- *Presenter, 3rd Joint National Conference on Alternatives to Expulsion Suspension and Dropping Out of School*, Orlando, FL., Jan. 1997
- *Vital Facts of Grant Management*, May 1996
- *2nd Joint National Conference on Alternatives to Expulsion, Suspension & Dropping Out of School*, Arlington, VA., Jan. 1996
- *The Grantsmanship Center Training Program*, Dec. 1995
- *WHD Prevention Generalist Training*, Nov. 1995
- *Educational Problems in Children, WHA*, Sept. 1995
- *Fetal Alcohol Syndrome, WHA*, April 1995

PROFESSIONAL MEMBERSHIPS:

- Title I Committee of Practitioners, Wyoming Dept. of Education November 2005 - November 2010
- Wyoming Youth Services Association (WYSA) 2000 - 2010
- International Reading Association 2006 -2008
- Laramie County Adolescent Health Board Member 1997-2000
- National Council of Teachers of English 1996, 2008
- Laramie County School District No. 1 Drug Free Schools Advisory Board, 2001 - 2009

AWARDS:

Eleanor Rowland Memorial Scholarship, University of Wyoming, Department of Special Education, April 2005

PROFESSIONAL REFERENCES:

Hon. Ronn Jeffrey, Municipal Court Judge
Office Of Youth Alternatives
1328 Talbot Court
Cheyenne, WY 82001
(307) 637-6480 office (307) 214-1031 cell

Martha Mullikin, LPC
3221 Cribbon Ave.
Cheyenne, WY 82001
(307) 514-1318 home (307) 421-9347 cell

Robert D. Fecht, Executive Director
Attention Homes, Inc. Cheyenne, WY 82007
(307) 421-3308

Amy Enzi

(b)(6)

Applicable Skills for the Job:

Seventeen years teaching experience
Experience as an administrator at a K-12 school
Trained in facilitating the National Writing Project
Trained in teaching Step Up to Writing
Trained in the Six Traits of Writing and Reading
Trained in CLIP (Collaborative Literacy Intervention Program) Reading Recovery
Teacher 2 Teacher Corps Member Presenter U.S. Department of Education

Educational Background:

B.A. English Secondary Education
1994 University of Northern Colorado
Greeley, Colorado

M.A. Educational Leadership
1998 University of Wyoming
Laramie, Wyoming

Certification Administrative Endorsement
2001 University of Wyoming
Laramie, Wyoming

Administrative Experience:

2002-2003 Chugwater School grades K-12
Chugwater, Wyoming

- Fulfilled the administrative role for a K-12 school
- Updated NCA process and helped continue the school improvement process
- Served as the counselor/scheduler for the school
- Worked to help the at-risk students succeed

Teaching Experience:

2010-present South High School- grades 9-10
Cheyenne, Wyoming

- Instructional Facilitator
- Plan in-service and coaching opportunities for teachers
- Develop curriculum and lessons
- Serve on literacy team for high school struggling readers

2007-2010 Carey Junior High- grades 7-9
Cheyenne, Wyoming

- Taught 9th grade English
- Instructional Facilitator
- Served on NCA steering committee
- Planned in-service and coaching opportunities for teachers
- Applied insights to the Pyramids of Interventions
- Helped develop curriculum and lessons
- Tutored struggling readers one-to-one

2003-2007 Sheridan Junior High School- grades 6-8- two years
Sheridan, Wyoming

- Mentored English teachers
- Co-chair of the NCA process for Sheridan Junior High
- Taught grade 7 classes of reading and writing
- Worked with inclusion and at-risk students
- Utilized a traditional schedule

- Instructed on the following topics: grammar, essays, tales, short stories, poetry, sentence structure, technology projects, reading strategies, listening strategies, and speaking strategies.
- Developed and implemented curriculum
- Volunteered time to set up a study hall for students who need more help
-

1995-2002 Twin Spruce Junior High School- grades 7-9- seven years
Gillette, Wyoming

- Taught 7-9 grade classes of general English
- Worked with at-risk students and inclusion students
- Utilized the core schedule, the block schedule, traditional schedules, and the alternating block schedule.
- Instructed on the following topics: grammar, essays, tales, short stories, poetry, sentence structure, technology projects, reading strategies, listening strategies, and speaking strategies.
- Helped implement a school to careers program
- Worked as an Extended Learning Opportunity teacher
- Developed and implemented curriculum

1994-1995 Carbon High School- grades 10-12- one year
Price, Utah

- Taught combination 10-12 grade classes of 35-42 students
- Journalism teacher and newspaper advisor
- Utilized the alternating block schedule
- Instructed the following classes: Journalism, American Literature, English Literature, World Literature, Current Issues, Sports Literature, Fantasy Literature, Science Fiction Literature, Classic Flicks, and One Act Plays

Professional Affiliations:

Delta Kappa Gamma Member
Association of Supervision and Curriculum Development Member
National Association of Elementary School Principals Member
National Council of Teachers of English Member
International Reading Association Member
Wyoming Writing Project Board Member
Mortar Board National Honor Society Member
Golden Key National Honor Society Member
Regional Student Representative of the Mountain West
Corresponding Secretary: University of Northern Colorado
Phi Kappa Phi Honor Society Member
Runner-up for Teacher of the Year in Price, Utah

Activities:

English Department Chair
North Central Accreditation Co-chair
Wyoming Writing Project Facilitator and Board Member
Administrative Intern
Extended Learning Opportunity Teacher
Grant Writer
District Curriculum Committee
District Reading Committee
District Technology Committee
Soccer Coach

Journalism Advisor/Newspaper Sponsor
Senior Class Advisor
Ink and Quill Advisor
Computer Lab Operator/ Power School Trouble Shooter
Assistant Musical Director
Assistant Play Director
Table Leader for District Six Traits Writing Assessment
School to Career Program developer
Presenter at state and regional conferences
Instructional Coach

Conferences:

Wyoming Association of Elementary School Principals
Wyoming Association of Secondary School Principals
North Central Accreditation School Improvement Conferences
American Vocational Association Region V Conference
National Council Teachers of English National Conference
Wyoming State Literacy Conference

Publications:

Enzi, A. (1999). "No Wrong Way to Eat a Reese's" Colorado Journal of Language Arts.

Enzi, A. (1999). "Upside Down & Inside Out" Language Arts Journal of Michigan.

SUMMARY OF QUALIFICATIONS

- More than 15 years as an education professional using strong organizational and communication skills to teach both children and adults
- Experience evaluating educational programs in the United States and Europe to assist schools in improvement efforts
- Manager of federal education grant programs; responsible for budget planning and management, program implementation and monitoring, data collection and evaluation, and technical assistance
- Reputation for professional demeanor and timely, accurate responses to internal and external customers

RELEVANT ACHIEVEMENTS
Wyoming Department of Education

Federal Education Grant Program Manager

- Developed and implemented a new monitoring and technical assistance protocol for Title I, Part D resulting in a 59% decrease in program findings and corrective actions
- Member of inter-agency initiatives to increase communication, transparency, and alignment of programs supporting adjudicated youth
- Serves on Wyoming Department of Education oversight and resource teams in the areas of out-of-district placement, students at-risk of school failure, safe, orderly and healthful schools, and LEA technical assistance
- State Contact for Office of Civil Rights and Title IX (Gender Equity) Compliance

School Improvement/Technical Assistance

- Gained North Central Association – Commission on Accreditation and School Improvement (NCA-CASI) Ambassador Certification earning one of the highest scores in the nation
- Collaborated in writing, implementing and monitoring Wyoming's technical assistance system to meet the requirements of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001
- Selected to serve as an AdvancED/NCA-CASI Quality Assurance Review Chair for US Department of Defense Education Activity schools
- As a school improvement consultant:
  - Led teams of educators in evaluating school districts for State of Wyoming accreditation
  - Worked one-on-one with Wyoming schools providing technical assistance in the school improvement process

-Continued-

Presentations/Communication

- Developed and delivered a variety of multi-media presentations for educators and community members at regional, state and national levels
- Responsible for researching and delivering internal professional development and team building activities
- Conducted interviews of educators and community members to assist in evaluation and school improvement planning
- Wrote articles for internal and external newsletters informing stakeholders of relevant projects and deadlines

WORK HISTORY	2002-present	Education Program Consultant	Wyoming Department of Education, Cheyenne
	1999-2002	Classroom Teacher	Laramie County School District #1, Cheyenne
	1997-1999	Classroom Teacher	St. Mary's Catholic School, Cheyenne
	1995-1998	Catechist	St. Mary's Catholic Church, Cheyenne

EDUCATION B.A., Elementary Education, University of Iowa, Iowa City, IA

TRAINING	Professional Learning Communities Coaching Academy	AdvancED Quality Assurance Review Chair
	Facilitative Leadership	Organizational Assessment
	What Works in Schools	Differentiated Instruction

Jennifer McCorkle

(b)(6)

Position To obtain a position as an Educational Consultant

Education **Master of Arts, Special Education with an emphasis in Deaf and Hard-of Hearing**
University of Northern Colorado, Greeley, CO
Graduation: December 2006

Bachelor of Arts, Speech-Language Pathology
University of Northern Colorado, Greeley, CO
Graduation: May 2003

Professional Experience

Educational Consultant, Wyoming Department of Education
Cheyenne, WY (Dec. 2010- current)

- Seward for the WDE 626 data collection
  - Provide support to school districts with their data submission
  - Provide support to school districts with their Early Literacy Plans

- Assisted with the development of the Wyoming Comprehensive Literacy Plan: Birth – 12th grade

WDE DHH Outreach Consultant, Wyoming Department of Education
Cheyenne, WY (Jun. 2007 – Dec. 2010)

- Provide technical assistance to school districts and developmental preschools in the area of deaf education/special education

  - Hearing loss awareness and understaning
  - Technology usuage
  - Language strategies
  - Teaching strategies
  - Behavior awareness
  - Self-advocacy awareness

- Collaborate with the Outreach Team to create professional development opportunities statewide for school districts and developmental preschools

- Audiology
- Literacy
- Educational Interpreting
- Secondary Transition

- Provide technical assistance to school districts and community stakeholders in the area of Secondary Transition.
- Assist in and support the general supervision responsibilities of the Department of Education, as outlined in IDEA (The Individuals with Disabilities Education Act)

Deaf Educator/Special Educator, Morgan County School District, Fort Morgan, CO (Aug. 2006 - May 2007)

- Provided in-class and resource support for 14 special education students in all core academic areas

  - Reading Mastery
  - Step-Up to Writing

- Case Manager, responsible for completing and conducting IEPs
- Provided support and information to families and community members

Deaf and Hard of Hearing Facilitator, Colorado Home Intervention Program, Colorado Department of Education (July 2006 - May 2007)

- Provided early intervention to families and their newly identified D/HH infant/toddler
- Provided information specific to hearing loss

Deaf Educator, Aurora Public School District, Aurora, CO (Jan. 2006-May 2006)

- Case Manger for 18 deaf or hard of hearing students grades K- 5
- Provided in-class and resource support for students who are D/HH
- Responsible for writing, implementing and conducting IEPs
- Conducted weekly D/HH meetings and interpreter meetings
- Currently using the TC (Total Communication) approach

Deaf Educator Intern, University Lab School Greeley, CO (May 2005 – Dec.2005)

- Co-taught a 3rd and 4th grade class with mainstreamed students who are D/HH
- Provided itinerant services to 5th grade students who are D/HH

- Participated as an active member of the D/HH Program at University Lab School

Educational Sign Language Interpreter/Tutor, University Lab School Greeley, CO (2000-2005)

- Interpreter for grade levels K-12
- Tutored students in grade levels K-12 in the academic areas of reading, writing, math, science, and social studies
- Participated as an interpreter in IEP meetings and student conferences
- Active member of the D/HH Program Committee
- ESY (Extended School Year) interpreter and tutor for all grade levels

Elementary Sign Language Teacher, University Lab School, Greeley, CO (2002-2004)

- Provided grade level instruction in Basic Sign Language
    - Combination of 15 classes, grade levels 1-5, taught biweekly, approximately 300 students
- Developed lesson plans and activities for the appropriate subject matter and grade level weekly
- Assessed students biannually in the following areas; receptive skills, expressive skills, completes work, participation in class, and respect for others

References:

Jillian Balow, WDE Literacy/Numeracy Supervisor 307-777-8909

Dana Jones, AIMS Community College Disabilities Coordinator 970-978-0303

Susan Fischer, Speech Language Therapist 970-222-8094

Edith (Edie) Ring

Accomplishments

- Lead author of Wyoming Response to Intervention Framework document.
- Collaborated quarterly with the Center on Instruction on an eight state demonstration project for Response to Intervention implementation.
- Presented professional development sessions at statewide conference on topics related to scientific, research-based literacy instructional practices.

Professional Experience

Education Consultant, District Support and Coordination – Wyoming Department of Education, Laramie, WY ▪ September, 2010 – Present

- Provided evidence-based practices, strategies and resources to schools and districts to improve student literacy outcomes.
- Served as a Wyoming State Literacy Plan team member.
- Participated as a team member in Wyoming school district AdvancED Accreditation visits.

Education Consultant, Special Programs – Wyoming Department of Education, Laramie, WY ▪ January, 2008 – September, 2010

- Led the Response to Intervention professional development initiative for the Wyoming Department of Education.
- Provided technical assistance to Wyoming school districts regarding compliance with IDEA and improving learning outcomes for students with disabilities.

Adjunct Instructor – University of Wyoming, Department of Special Education, Laramie, WY ▪ September, 2005 – December, 2007

- Taught introductory course on teaching students with disabilities to undergraduate education majors.

Director of Special Education – Albany County School District #1, Laramie, WY ▪ 2002-2005

- Provided oversight and assurance that all students with disabilities received a free, appropriate, public education in compliance with IDEA 2004
- Supervised a staff of twenty-five related service providers

Educational Diagnostician – Albany County School District #1, Laramie, WY ▪ 1997-2002

- Administered norm-referenced assessments, gathered clinical observations and synthesized data in a written report to determine student eligibility for special education.

Director of Special Education – Platte County School District #1, Wheatland, WY ▪ 1993-1996

- Provided oversight and assurance that all students with disabilities received a free, appropriate, public education in compliance with IDEA 2004.
- Collaborated with teachers, administrators, parents and other stakeholders regarding special education issues.

Educational Resource Center – Albany County School District #1, Laramie, WY ▪ 1990-1993

- Maintained a collection of curriculum materials and provided technical assistance in instructional materials and strategies for general and special education teachers.

Special Education Case Manager – Albany County School District #1, Laramie, WY ▪ 1978-1990

- Served as a principal designee in multi-disciplinary evaluation and IEP meetings.
- Consulted with general and special education teachers, administrators, parents, and related service providers.

Elementary Special Education Teacher – Albany County School District #1, Laramie, WY ▪ 1974-1978

- Provided instruction to students with disabilities in a self-contained, non-categorical special education classroom.
- Provided professional development in the implementation of Reading Mastery and other direct instruction materials

Pre-School Teacher – ARK Regional Services, Laramie, WY ▪ 1972-1974

- Provided language development and enrichment instruction to 4 and 5 year old children who were at high risk for academic difficulty.

Middle School Special Education Teacher – Campbell County School District #1, Gillette, WY ▪ 1968-1970

- Provided instruction to students with disabilities in a self-contained, non-categorical special education classroom.

Professional Development Workshops

- State Personnel Development Grant PLC: Adolescent Literacy
- DIBELS Next
- Peer-Assisted Learning Strategies (PALS)
- Comprehensive Core Reading Program Training
- Curriculum-Based Measurement of Basic Skills
- Teton Best-Practices Institute, 2007-2010 ▪ RTI, Tiered Interventions, Literacy
- Department of Education Reading Institute, 2009

Education

Master of Arts in Educational Leadership – University of Wyoming, Laramie, WY ▪ 1994
Master of Arts in Special Education – University of Wyoming, Laramie, WY ▪ 1978
Bachelor of Arts in Elementary and Special Education – University of Wyoming, Laramie, WY ▪ 1968

Certification

Professional Certificate – Wyoming Department of Education ▪ 2008-2018

- Exceptional Children Generalist, K-12
- Educational Diagnostician, K-12
- Director, Principal, Superintendent, K-12
- Elementary Education, K-6

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-WYSR_budgetnarr_pt2.pdf**

Part 2: Budget Narrative

Category	Narrative & Calculations	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
LEA Personnel	Literacy coaches will be selected by joint interview by SEA and LEA upon funding of subgrants. – Year 1: 1 LC per 20 teachers, Year 2: 1 LC per 30 teachers, Year 3-5: 1 LC per 40 teachers. Salary = $64,500 each. Estimate Year 1: 18 LCs, Year 2: 12 LCs, Year 3-5: 6 LCs. Total = $3,096,000 USDE Required Travel – Substitute Pay for 2 teachers per school. Estimate 6 subgrant sites with 9 teachers per site at 3 days per year at $85 per day = $2,295 per year per subgrant. Total = $68,850 SEA PD Literacy Workshop- Substitute pay for each teacher in each school to attend state sponsored Struggling Reader conference and literacy training . Estimate 6 subgrant sites with 60 teachers per site at 5 days per year for Year 1 and 2 days per year for Year 2 at $85 per day = 25,500 per year per subgrant. Total = $214,200. Project-based Professional Development - Substitute pay for each teacher in each school to attend training in content and strategies to implement the comprehensive literacy plan.. Estimate 6 subgrant sites with 60 teachers per site at 5 days per year for Year 1 and 3 days per year for Year 2 at $85 per day = $ 25,500 per year per subgrant. Total = $214,200	$1,480,770	$940,770	$492,570	$492,570	$492,570	$3,899,250
SEA	No SEA personnel costs are funded through		$0	$0	$0	$0	0

Category	Narrative & Calculations	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Personnel	SR grant. See below for WDE General Fund cost sharing analysis.						
Personnel		**$1,480,770**	**$940,770**	**$492,570**	**$492,570**	**$492,570**	**$3,899,250**
LEA	Literacy Coaches. – Year 1: 1 LC per 20 teachers, Year 2: 1 LC per 30 teachers, Year 3-5: 1 LC per 40 teachers. Fringe = 22% of salary.. $64,500 X .22 = $14,190 each. Estimate Year 1: 18 LCs, Year 2: 12 LCs, Year 3-5: 6 LCs. Total = $681.120.	$255,420	$170,280	$85,140	$85,140	$85,140	$681,120
SEA			$0	$0	$0	$0	0
Fringe		**$255,420**	**$170,280**	**$85,140**	**$85,140**	**$85,140**	**$681,120**
LEA	USDE Required Travel – Estimate 9 attendees per grant site. Airfare @ $800 = $7,200 per grant site + Transportation to and from airports 9 x $100 = $900 + Per Diem (2 days WA DC) 9 x 2 x $286 = $5,148 + Per Diem (1 travel day WY) 9 x 1 day x $123 = $1,107. Total per grant site = $14,355. Total = $430,650 SEA PD Literacy Workshop- Reimbursement of travel costs for each teacher in each school to attend state sponsored Struggling Reader conference and literacy training . Estimate 6 subgrant sites with 60 teachers per site. 5 days per year for Year 1: Estimate mileage at $50 per day = $15,000 per grant site + WDE per diem at $123 = $36,900 per grant site. 2 days per year for Year 2: Estimate mileage at $50 per day = $6,000 per grant site + WDE per diem at $123 = $14,760 per grant site. Total = $435,960	$433,530	$232,290	$107,730	$107,730	$107,730	$989,010

Category	Narrative & Calculations	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
	Project-based Professional Development – Reimbursement of travel costs for each teacher in each school to attend training in content and strategies to implement the comprehensive literacy plan.. Estimate mileage at $20 per day = $6,000 per grant site Year 1 and $3,600 per grant site Year 2. Total = $122,400.						
SEA	Striving Readers Conference Travel and lodging 1500 x 6 = $9,000 Optional Subgrant Workshop (Estimated Attendance: 75) - Mileage at 2 (2 to a car) x 200 x .50 = $100.00 + Per diem for WDE SR team 4 x 123 = $492 USDE Required Travel - Airfare (PD, PoM, 2 RCs alt each year) 4 x $800 = $3,200 + Transportation to and from airports 4 x $50 = $200 + Per Diem (2 days WA DC) 4 x 2 x $286 = $2,288 + Per Diem (1 travel day WY) 4 x 1 day x $123 = $492 Weekly Grant Site Technical Assistance - Mileage at an average of 200 miles round trip x 20 visits per year x 6 grant sites x $.50 per mile = $12,000 + estimate a SR Team member will stay overnight at 3 of 6 grant sites = 3 x 20 visits per year at WY per diem rate of $123 = $7,380 (See cost share in general fund SR budget budget).	$26,152	$25,560	$25,560	$25,560	$25,560	$128,392
Travel		**$459,682**	**$257,850**	**$133,290**	**$133,290**	**$133,290**	**$1,117,402**
LEA	Literacy Coaches. – Year 1: 1 LC per 20	$529,185	$321,750	$160,875	$160,875	$160,875	$1,333,560

Category	Narrative & Calculations	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
	teachers, Year 2: 1 LC per 30 teachers, Year 3-5: 1 LC per 40 teachers. Supplies = 12.5% of salary.. $64,500 X .125 = $8,063 each. Estimate Year 1: 18 LCs, Year 2: 12 LCs, Year 3-5: 6 LCs. Total = $387,000. Supplies include phone, office supplies, and office overhead. Instruction and Assessment Materials - An allocation of $50.00 per student for the purchase of instruction and assessment materials aligned with the comprehensive literacy plan. Estimate 675 students grades K-12 and 75 students B-5 for a total of 750 students. $50 x 750 = $37,500 per grant site in each Year 1 and Year 2. $25 x 750 = $18,750 in each Year 3, 4, and 5. Total = $787,500 Technology-based software - An allocation of $33 per student for the purchase technology-based software materials aligned with the comprehensive literacy plan. Estimate 675 students grades K-12 and 75 students B-5 for a total of 750 students. $50 x 750 = $24,750 Total = $148,500. Curriculum Material – In Year One only each grant site will receive approximately $1,750 for curriculum material necessary in the design of the comprehensive literacy plan. Total = $10,560.						
SEA	Subgrant Review and scoring - Reviewer training materials $300.	$300	$0	$0	$0	$0	$300
Supplies		**$529,485**	**$53,625**	**$160,875**	**$160,875**	**$160,875**	**$1,333,860**

Category	Narrative & Calculations	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
LEA	Evaluation of WDE Activities – Each subgrant will fund their portion of the project evaluation. Year 1: Design of WDE evaluation $5,000 + WDE annual evaluation $5,000. Year 2, 3, and 4: WDE annual evaluation $5,000 per year. Year 5: WDE annual evaluation $5,000 + final WDE project evaluation report $5,000. Total = $180,000	$60,000	$30,000	$30,000	$30,000	$30,000	$180,000
SEA	Striving Readers Conference Presenters - 6 presenters per conference ($3,000 x 12 presentation days (each presenter presents for 2 days) = $36,000 Year 1 and $36,000 Year 2. Total = $72,000. Plus presenter travel 6 presenters per at $1,500 = $9,000 Year 1 and Year 2. Total = $18,000 Subgrant Review and scoring - Reviewer stipends (5 x 500) $2,500 Annual WDE Subgrant Meeting - Literacy presenters $3,000 x 2, + travel at $1,500 x 2 = $9,000 Evaluation of WDE Activities - Design of WDE evaluation $5,000 + WDE annual evaluation $5,000 + Final WDE project evaluation report $5,000	$71,500	$63,500	$18,500	$18,500	$19,000	$191,000
Contractsl		**$131,500**	**$93,500**	**$48,500**	**$48,500**	**$49,000**	**$371,000**
SEA	Subgrant Design Workshop - $500 Striving Readers Conference -$2,000 Optional Subgrant Workshop (Estimated	$3,100	$3,000	$1,000	$1,000	$1,000	$9,750

Category	Narrative & Calculations	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
	Attendance: 75) - $250 Subgrant Review and scoring - Reviewer stipends (5 x 500) $2,500 Annual WDE Subgrant Meeting - $1,000						
Other Venue		*$3,100*	*$3,000*	*$1,000*	*$1,000*	*$1,000*	*$9,750*
SEA	Subgrant Design Workshop -$400 Striving Readers Conference - $,2000 Optional Subgrant Workshop (Estimated Attendance: 75) - $200 Annual WDE Subgrant Meeting - $500	$3,750	$1,500	$1,400	$1,400	$945	$8,345
Other Printing		*$3,750*	*$1,500*	*$1,400*	*$1,400*	*$945*	*$8,345*
SEA	WY Web-based grants management system programming for Striving R reader grant. One time cost: $35,000	$35,000					$35,000
Other (Tech Dev)		*$35,000*					*$35,000*
Other Total		**$41,850**	**$4,500**	**$2,400**	**$2,400**	**41,945**	**$53,095**
LEA		$2,758,905	$1,695,090	$876,315	$876,315	$876,315	$7,082,940
SEA		$139,802	$93,560	$46,460	$46,460	$46,505	$372,787
Direct		**$2,898,707**	**$1,788,650**	**$922,775**	**$922,775**	**$922,820**	**$7,455,727**
LEA	See current Wyoming approved indirect cost agreement in Other Attachment section. State indirect rate = 7.3% rate	$201,400	$123,742	$63,971	$63,971	$63,971	$517,055
SEA	See current Wyoming approved indirect cost agreement in Other Attachment section. State indirect rate = 7.3% rate	$10,206	$6,830	$3,392	$3,392	$3,395	$27,213
Indirect		**$211,606**	**$130,571**	**$67,363**	**$67,363**	**$67,366**	**$544,268**
LEA		$2,960,305	$1,818,832	$940,286	$940,286	$940,286	$7,599,995
SEA		$150,008	$100,390	$49,852	$49,852	$49,900	$400,000
Total Costs		**$3,110,313**	**$1,919,221**	**$990,138**	**$990,138**	**$990,186**	**$7,999,995**

SEA Project Budget				
Project	**Year 1**	**Year 2**	**Year 3, 4, 5 (per year)**	**Total**
Web-based Grants Mgmnt Programming	$35,000	NA	NA	$35,000
Subgrant Workshop	$900			$900
WDE SR Conference	$49,000	$48,000		$97,000
Optional Subgrant Meeting	$1,042			$1,042
Subgrant Review	$2,800			$2,800
Annual Subgrant Meeting	$10,500	$15,000	$15,900	$68,245
Weekly Grant Site Technical Assistance	$19,380	$19,380	$19,380	$96,900
USDE Required Travel	$6,180	$6,180	$6,180	$30,900
Annual Evaluation	$15,000	$5,000	$5,000	$40,000
Total Direct	$139,802	$93,560	$46,460	$372,787
Indirect (7.3%)	$10,206	$6,830	$3,392	$27,213
Total Budget	$150,008	$100,390	$19,852	$400,000

LEA Project Budget				
Project	**Year 1**	**Year 2**	**Year 3, 4, 5 (per year)**	**Total**
Literacy Coaches	$1,561,545	$1,041,030	$520,515	$4,164,120
WDE SR Conference	$464,400	$185,760		$650,160
Project-based Professional Development	$189,900	$113,400	$113,400	$642,600
Instruction and Assessment Materials	$225,000	$225,000	$112,500	$787,500
Technology-based software	$148,500	NA		$148,500
Curriculum Development Materials	$10,560	NA		$10,560
USDE Required Travel	$99,900	$99,900	$99,900	$499,500
Annual Evaluation	$60,000	$30,000	$30,000	$180,000
Total Direct	$2,758,905	$1,695,090	$146,053	$7,082,940
Indirect (7.3%)	$201,400	$123,742	$10,662	$517,055
Total Budget	$2,960,305	$1,818,832	$156,714	$7,599,995

SEA Cost Sharing – Wyoming general funds allocated to support the Striving Readers Project

Project	Description	Year 1	Year 2	Year 3	Year 4	Year 5	Total Budget
Assign WDE SR Project Team	Executive sponsor 5% x 1 FTE $5496 Fringe $1,209 Assoc Supp. & Serv. $715 Project sponsor 5% x 1 FTE $4,920 Fringe $902 Assoc Supp. & Serv. $640 Project director 20% x 1 FTE $14,120 Fringe $2,824 Assoc Supp. & Serv. $1,836 Project operations coord 50% x 1 FTE $32,250 Fringe $7,095 Assoc Supp. & Serv. $4,193 Reg. coordinators 20% x 4 FTE $12,900 Fringe $2,838 Assoc Supp. & Serv. $1,676 Secretarial Support 100% x 1 FTE $42,396 Fringe $9,327 Assoc Supp. & Serv. $5,511	$150,848	$158,390	$166,310	$174,625	$183,357	$833,530
Subgrant on-site monitoring by SEA	Travel to 3 grant sites per year Mileage at an average of 200 miles round trip (2 persons to a car) 3 x 200 x 2 x 3 x $.50 = $600	$1,584	$1,584	$1,584	$1,584	$1,584	$7,920

	Estimate 2 of 3 will require overnight stays = 2 x 4 (team members) x 1 night @ $123.00 per diem = $984.						
Coordinator spends one day at each grant site	Weekly Grant Site Technical Assistance - Mileage at an average of 200 miles round trip x 20 visits per year x 6 grant sites x $.50 per mile = $12,000 + estimate a SR Team member will stay overnight at 3 of 6 grant sites = 3 x 20 visits per year at WY per diem rate of $123 = $7,380 (also see cost share in SEA travel budget).	$19,380	$19,380	$19,380	$19,380	$19,380	$19,380
Executive Sponsor/ Sponsor/Project Director Site Visits	6 grant site x 200 miles round trip average x .50 per mile = $600 Estimate an overnight stay at 4 of 6 grant sites = 4 x $123.00 per diem = $492.	$1,092	$1,092	$1,092	$1,092	$1,092	$5,460
Total Costs	**WDE General Funds**	**$172,904**	**$180,446**	**$188,366**	**$196,681**	**$205,413**	**$943,810**