

For the Wyoming Department of Education

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

May 2010

**McREL**

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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
<b>Grade 11</b>		
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: <ul style="list-style-type: none"> <li>a. Literal comprehension (main idea, summarizing, paraphrasing) and</li> <li>b. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</li> </ul>	<p>Strong alignment</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p>	<p>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.</p> <p>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.</p>
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.	<p>9–10.L.4 Determine word meanings (based on grades 9–10 reading).</p> <ul style="list-style-type: none"> <li>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</li> </ul>

	<p>Partial alignment (specificity): CC specifies vocabulary gained through reading and responding to texts.</p> <p>Partial alignment (implicit): Content is similar, with some differences in emphasis and phrasing.</p> <p>Partial alignment (scope): CC specifies vocabulary gained through reading and responding to texts.</p>	<p>sounds, spelling, and meaningful parts; understanding the word's etymology; and consulting reference materials, both print and digital.</p> <p>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.</p> <p>11–12.L.4 Determine word meanings (based on grades 11–12 reading).</p> <p>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.</p> <p>11–12.L.6 Use grade-appropriate general</p>
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		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.	<p>Weak alignment: Content is similar, but there are significant differences in emphasis and phrasing</p> <p>Partial alignment (implicit): Content is similar with some differences in emphasis.</p> <p>Partial alignment (implicit): Content is similar, with some differences in emphasis.</p> <p>Weak alignment: Content is similar, but there is a significant difference in the emphasis. WY emphasizes historical and cultural period.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>
LA11.1B.2 Students understand elements		

<p>of literature including:</p> <p>a. Character development (character's actions, beliefs, motives, reactions, and feelings);</p>	<p>Partial alignment (implicit): Content is similar with some differences in emphasis.</p>	<p>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.</p>
<p>b. Point of view including underlying author purpose;</p>	<p>Partial alignment (implicit): Content is similar with some differences in emphasis.</p>	<p>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).</p>
<p>c. Setting including historical/cultural context;</p>	<p>Partial alignment (implicit): Content is similar with some differences in emphasis</p>	<p>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).</p>
<p>d. Universal themes including the philosophical assumptions and underlying beliefs of author's work; and</p>	<p>Partial alignment (specificity): CC addresses thematic development.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p>	<p>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.</p> <p>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.</p>
<p>e. Complex elements of plot development including time and</p>	<p>Partial alignment (implicit): Content is similar, with some difference in phrasing</p>	<p>11–12.RL.5 Analyze how an author's choices concerning how to structure a text</p>

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.	<p>Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.</p> <p>Weak alignment: CC specifies how tone is created in informational texts. WY references literary texts, not informational texts.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing/emphasis.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.</p>	<p>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).</p> <p>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).</p> <p>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.</p> <p>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.</p>
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.		



<p>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:</p> <ul style="list-style-type: none"> <li>a. Explain author's intent</li> <li>b. Evaluate for accuracy, relevance, and bias; and</li> <li>c. Make generalizations and inferences based on implicit and explicit information.</li> </ul>	<p>No match</p> <p>Partial alignment (implicit): Content is similar, with some differences in phrasing/emphasis.</p> <p>Partial alignment (specificity): CC is more specific.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
<p>LA11.1C.2 Students conduct research using a variety of grade-appropriate</p>	<p>Partial alignment (scope): CC includes using sources that are in different formats.</p>	<p>9–10.RI.7 Synthesize information presented in different formats (e.g., text,</p>

<p>sources and can:</p> <ul style="list-style-type: none"> <li>a. Synthesize relevant data through note-taking and questioning and</li> <li>b. Analyze and interpret technical data, written directions; and technical manuals.</li> </ul>	<p>Partial alignment (scope): CC includes using sources that are in different formats.</p> <p>Partial alignment (implicit): Content is similar, with some difference in emphasis. WY emphasizes note-taking and questioning.</p>	<p>video, multimedia) to generate a coherent understanding of an issue.</p> <p>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.</p> <p>11–12.RI.9 Synthesize explanations and arguments from diverse sources to provide a coherent account of events or ideas, including resolving conflicting information.</p>
<p>LA11.1C.3 Students use a process to apply research strategies including:</p> <ul style="list-style-type: none"> <li>a. Developing a plan for research;</li> <li>b. Collecting information to narrow and develop a topic; and</li> <li>c. Using information to support a thesis.</li> </ul>	<p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p> <p>Weak alignment: Content is similar, with some difference in phrasing. CC specifies balance among sources.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p> <p>Weak alignment: Content is similar, with some difference in phrasing and</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>11–12.W.8 Analyze evidence gathered from multiple authoritative print and digital</p>

	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: <ul style="list-style-type: none"> <li>a. Explaining ideas in their reading</li> <li>b. Elaborating on concepts in literature.</li> </ul>	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 <ul style="list-style-type: none"> <li>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.”).</li> <li>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</li> </ul>

	Same as above	<p>the evidence presented in the text justifies the conclusions”).</p> <p>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</p> <ul style="list-style-type: none"> <li>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”).</li> <li>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”).</li> </ul>
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

<p>c. Using vivid, specific, and relevant details and concepts.</p>	<p>Same as above</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p>	<p>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</p> <p>11–12.W.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>9–10.W.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>a. Develop a complex topic through well-chosen, relevant, and sufficient facts, concrete details, quotations, extended definitions, or other information and examples.</li> </ul> <p>11–12.W.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>b. Thoroughly develop aspects of a complex topic through the purposeful selection of the most significant and relevant facts,</li> </ul>
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		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	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.
	Strong alignment	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	c. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.
	Strong alignment	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.
	Strong alignment	11–12.W.1 Write arguments in which they c. Provide a concluding statement or

<p>c. Use transitions in written work.</p>	<p>Strong alignment</p>	<p>section that follows logically from the argument and offers a reflection or recommendation.</p>
	<p>Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.</p>	<p>11–12.W.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>c. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.</li> </ul> <p>9–10.W.1 Write arguments in which they:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
	<p>Strong alignment</p>	<p>9–10.W.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>a. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.</li> </ul> <p>11–12.W.1 Write arguments in which they:</p> <ul style="list-style-type: none"> <li>b. Use precise words, phrases, and complex syntax to make explicit the relationships between claims and reasons, between reasons</li> </ul>



	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-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.
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,

	Strong alignment	<p>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.</p> <p>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.)</p>
LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).	<p>Partial alignment (grade level): CC content related to varying sentence patterns for meaning is in 6th grade.</p> <p>Strong alignment</p> <p>Strong alignment</p>	<p>6.L.3 Make effective language choices.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p> <p>9–10.W.2 Write informative/explanatory texts in which they:</p> <p>a. Use varied transitions and sentence structures to create cohesion, clarify information and ideas, and link major sections in the text.</p> <p>11–12.W.2 Write informative/explanatory texts in which they:</p> <p>a. Use varied transitional devices and sentence structures to create cohesion, clarify complex ideas, and link the major sections of the text.</p>
LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone.	Strong alignment	<p>9–10.W.1 Write arguments which they:</p> <p>c. Sustain an objective style and tone while attending to the norms and conventions of the specific discipline as well as to the</p>

	<p>Partial alignment (specificity): CC specifies kind of tone for discipline and audience.</p> <p>Strong alignment</p> <p>Partial alignment (specificity): CC specifies kind of tone for discipline and audience.</p>	<p>audience's knowledge of the issue.</p> <p>9–10.W.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>11–12.W.1 Write arguments in which they</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>11–12.W.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
LA11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation,	Strong alignment .	<p>9–10.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>b. Spell correctly.</li> </ul>

<p>grammar, and usage by:</p> <p>a. Using commonly confused terms appropriately;</p> <p>b. Capitalizing names of regions;</p> <p>c. Using noun-pronoun agreements;</p> <p>d. Using ellipses and semicolons;</p> <p>e. Using conditional tenses; and</p>	<p>Strong alignment</p> <p>Partial alignment (grade level): CC content is in 4<sup>th</sup> grade.</p> <p>Partial alignment (grade level): CC content is in 2<sup>nd</sup> grade.</p> <p>Partial alignment (grade level): CC content is in 3<sup>rd</sup> grade.</p> <p>Partial alignment (grade level): CC content is in 8<sup>th</sup> grade.</p> <p>Strong alignment</p> <p>Partial alignment (grade level): CC content is in 8<sup>th</sup> grade.</p>	<p>11–12.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <p>b. Spell correctly.</p> <p>4.L1 Observe conventions of grammar and usage.</p> <p>d. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p> <p>2.L2 Observe conventions of capitalization, punctuation, and spelling.</p> <p>a. Capitalize holidays, product names, geographic names, and important words in titles.</p> <p>3.L.1 Observe conventions of grammar and usage.</p> <p>c. Ensure subject-verb and pronoun-antecedent agreement.*</p> <p>8.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <p>b. Use a comma, ellipses, or dash to indicate a pause or break.</p> <p>9–10.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>8.L.1 Observe conventions of grammar and usage.</p> <p>b. Form and use verbs in the</p>
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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	

<p>critical perspectives;</p> <p>b. Analyzing author's stylistic devices and effects;</p> <p>c. Analyzing author's use of literary elements; and</p> <p>d. Using information in a text to support assertions.</p>	<p>Strong alignment</p> <p>No match</p> <p>Strong alignment</p> <p>Strong alignment</p> <p>Partial alignment (specificity): WY is less specific.</p>	<p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p>
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	<p>Partial alignment (specificity): WY is less specific.</p> <p>Partial alignment (specificity): WY is more specific. See CC grades 9–10 reading standards for WY coverage of that content.</p> <p>Partial alignment (specificity): WY is more specific. See CC grades 9–10 reading standards for WY coverage of that content.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
<p>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:</p> <ul style="list-style-type: none"> <li>a. Convey a unifying theme or tone;</li> <li>b. Use sensory details to describe sights, sounds, movement, and gestures;</li> <li>c. Use interior monologue to convey feelings; and</li> </ul>	<p>Partial alignment (specificity): WY specifies sensory details, monologue, and pace.</p> <p>Partial alignment (specificity): WY</p>	<p>9–10.W.3 Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. Engage the reader by establishing a problem, situation, or observation and purposefully organize a progression of events or experiences.</li> <li>b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details.</li> </ul> <p>11–12.W.3 Write narratives in which they:</p>

<p>d. Pace action with changes in time and mood.</p>	<p>specifies sensory details, monologue, and pace.</p>	<p>a. Engage the reader by establishing the significance of a problem, situation, or observation and purposefully organize events or experiences.</p> <p>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.</p>
<p>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:</p> <p>a. Use appropriate organizational form; and</p> <p>b. Use formal language and tone.</p>	<p>No match</p> <p>Strong alignment</p>	<p>9–10.W.2 Write informative/explanatory texts in which they:</p> <p>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.</p> <p>11–12.W.2 Write informative/explanatory texts in which they:</p> <p>d. Use precise language, domain-specific and technical wording (when appropriate), and</p>



		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.
<p>LA11.2B.4 Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies</p> <ul style="list-style-type: none"> <li>a. Using evidence to support a thesis;</li> <li>b. Addressing author biases and concerns;</li> <li>c. Using information and ideas from primary and secondary sources; and</li> <li>d.</li> <li>e. Documenting sources using appropriate standard formats.</li> </ul>	<p>Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p> <p>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.</p> <p>Partial alignment (implicit): Content is similar, with some differences in phrasing/emphasis.</p>	<p>9–10.W.1 Write arguments which they:</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p>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.</p> <p>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.</p> <p>11–12.W.1 Write arguments in which they:</p> <ul style="list-style-type: none"> <li>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</li> </ul>

	<p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p> <p>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.</p>	<p>the counterclaim.</p> <p>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.</p> <p>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.</p>
<p>3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes and audiences.</p>		
<p>LA11.3.1 Students speak for a variety of purposes including:</p> <p>a. Explaining a speaker's or performer's intent; and</p>	<p>Partial alignment (grade level): CC content is in 8th grade.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p>	<p>8.SL.3 Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.</p> <p>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.</p> <p>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.</p>

<p>b. Evaluating the accuracy, relevance, and bias of sources.</p>	<p>Partial alignment (scope): WY does not include using data presented in various mediums.</p>	<p>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.</p>
<p>LA11.3.2 Students use others' works for models for effective speaking.</p>	<p>No match</p>	
<p>LA11.3.3 Students use strategies to organize formal presentations including:</p> <ul style="list-style-type: none"> <li>a. Developing an introduction and conclusion;</li> <li>b. Using relevant details to support ideas; and</li> <li>c. Citing information sources.</li> </ul>	<p>Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.</p>	<p>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.</p>
<p>LA11.3.4 Students use strategies to make persuasive presentations by:</p> <ul style="list-style-type: none"> <li>a. Presenting a coherent argument;</li> <li>b. Citing persuasive evidence;</li> <li>c. Using rhetorical strategies to support reasoning; and</li> <li>d. Addressing counter-arguments and concerns.</li> </ul>	<p>Weak alignment: CC content is in 7thCC is more specific.</p> <p>Weak alignment (specificity): CC content is in 8<sup>th</sup> grade. WY is less specific.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing</p>	<p>7.W.1 Write arguments in which they:</p> <ul style="list-style-type: none"> <li>b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic.</li> </ul> <p>8.W.1 Write arguments in which they:</p> <ul style="list-style-type: none"> <li>b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic.</li> </ul> <p>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</p>

	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 6 <sup>th</sup> grade.  Partial alignment (grade level): CC content is in 7 <sup>th</sup> grade.  Partial alignment (grade level): CC content is in 8 <sup>th</sup> 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		

<p>contribute to group discussions by: a. Considering others' ideas and opinions before responding;</p>	<p>Partial alignments (implicit): Content is similar, with some difference in emphasis</p>	<p>9–10.SL.1.c Build on essential information from others' input by asking questions and sharing comments that enrich discussions.</p>
<p>b. Determining the purpose of discussions;</p>	<p>Partial alignments (implicit): Content is similar, with some difference in emphasis.</p> <p>Partial alignments (implicit): Content is similar, with some difference in emphasis.</p> <p>Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.</p> <p>Partial alignments (implicit): Content is similar, with some difference in emphasis.</p>	<p>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.</p> <p>9–10.SL.1.a Prepare for discussions by reading and researching material under study and explicitly draw on that preparation in discussions.</p> <p>9–10.SL.1.e Evaluate whether the team has met its goals</p> <p>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.</p> <p>11–12.SL.1.e Evaluate whether the team has met its goals.</p>
<p>c. Acting as a leader, participant, and moderator; and</p>	<p>Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.</p>	<p>9–10.SL.1.b Cooperate with peers to set clear goals and deadlines and to establish roles.</p>

<p>d. Conveying criticism in a constructive way.</p>	<p>Partial alignments (implicit): Content is similar, with some difference in emphasis.</p> <p>Partial alignments (implicit): Content is similar, with some difference in emphasis</p> <p>Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.</p> <p>Partial alignments (implicit): Content is similar, with some difference in emphasis.</p> <p>Partial alignments (implicit): Content is similar, with some difference in emphasis.</p> <p>Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.</p> <p>Partial alignments (implicit): Content is similar, with some difference in emphasis.</p>	<p>9–10.SL.1.c Build on essential information from others' input by asking questions and sharing comments that enrich discussions</p> <p>9–10.SL.1.e Evaluate whether the team has met its goals</p> <p>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).</p> <p>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.</p> <p>11–12.SL.1.e Evaluate whether the team has met its goals.</p> <p>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.</p> <p>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</p>
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<p>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:</p>	<p>Partial alignment (implicit): Content is similar, with some difference in emphasis.</p>	<p>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.</p>
<p>a. Explaining aesthetic effects of media;</p>	<p>No match</p>	
<p>b. Using stereotypes;</p>	<p>No match</p>	
<p>c. Using special effects;</p>	<p>No match</p>	
<p>d. Explaining techniques and impact of media on audiences, politics, and daily life;</p>	<p>No match</p>	
<p>e. Techniques used for particular audiences; and</p>	<p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p>	<p>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.</p>
<p>f. Impact of media on daily life.</p>	<p>No match</p>	