For the Wyoming Department of Education

Comparison of the Common Core Standards
to the Wyoming English Language Arts Standards,
Grades 9–12

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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	LA11.2B.1 Students write and share literary analyses, using grade level-appropriate strategies by: b. Analyzing author's stylistic devices and effects;
	Partial alignment (implicit): Content is similar, with some difference in phrasing or 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.
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.		details and concepts.
		LA11.2B.4 Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies
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	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.	Strong alignment	LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone.
e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.	Strong alignment	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.

	Partial alignment (specificity): CC specifies kind of tone for discipline and audience.	LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone.
	Strong alignment	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.
e. Provide a conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	Strong alignment	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.	Partial alignment (specificity): WY specifies sensory details, monologue, and pace.	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;
b. Develop narrative elements (e.g., setting, event sequence, complex characters) with well-chosen, revealing details.	Same as above	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.	LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.
	Partial alignment (grade level): WY	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,

		compare/contrast, drawing conclusions).
	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.
11–12.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)

		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.	Same as above	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. 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.		b. Addressing author biases and concerns;
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.	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, values, and possible biases.	Strong alignment	LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone.
e. Provide a concluding statement or section that follows logically from the argument and offers a reflection or recommendation.	Strong alignment	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,

		knowledge of audience; and f. Using appropriate level of formality.
complexity of the topic in a style that responds to the specific discipline and context as well as to the expertise of likely readers.	Partial alignment (specificity): CC specifies kind of tone for discipline and audience.	LA11.2A.6 Students use meaningful word choice appropriate to purpose to achieve a specific tone.
	Strong alignment	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.
e. Provide a well-developed conclusion that follows logically from the information or explanation provided and articulates the implications or significance of the topic.	Strong alignment	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.	Partial alignment (specificity): WY specifies sensory details, monologue, and pace.	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. Develop narrative elements (e.g., setting, stance, event sequence,	Same as above	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

		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.	Partial alignments (implicit): Content is similar, with some difference in emphasis.	b. Determining the purpose of 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).	Partial alignments (implicit): Content is similar, with some difference in emphasis. Partial alignments (implicit): Content is similar, with some difference in emphasis.	c. Acting as a leader, participant, and moderator
c. Propel conversations forward by asking questions that test the evidence and by sharing findings that clarify, verify, or challenge ideas and conclusions.		a. Considering others' ideas and opinions before responding; c. Acting as a leader, participant, and moderator
	Partial alignments (implicit): Content is similar, with some difference in emphasis.	
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.	Partial alignments (implicit): Content is similar, with some difference in emphasis. WY includes roles, such as leader moderator.	d. Conveying criticism in a constructive way.
e. Evaluate whether the team has met its goals.		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.	Weak alignment: WY includes other writing conventions. WY content is in 7th grade.	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.
b. Spell correctly.	Partial alignment (scope): WY includes	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.	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.	LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.
c. Interpret various figures of speech (e.g., satire, sarcasm) and analyze their role in a text.	Partial alignment (grade level): WY content is in 7th grade.	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.