

For the Wyoming Department of Education

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

May 2010

**McREL**

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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

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

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

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



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



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

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

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

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

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

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

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

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



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

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

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

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

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

<p>LA6.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</p>	<p>Weak alignment: WY is less specific.</p>	<p>6.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>
<p>LA6.2A.1 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.</p>	<p>Partial alignment (specificity): CC is less specific about planning writing.</p>	<p>6.W.5 With some guidance and support from peers and adults strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.</p>	<p>Partial alignment (specificity): CC is more specific.</p>	<p>6.W.1 Write arguments in which they:</p> <ul style="list-style-type: none"> <li>a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim.</li> <li>b. Support the claim with clear reasons and relevant evidence.</li> <li>e. Provide a concluding statement or section that follows from the argument.</li> </ul> <p>6.W.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and</li> </ul>

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

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



procedures.		
LA6.2B.4 Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.	<p>Partial alignment (implicit): Content is similar, with some difference in emphasis.</p> <p>Partial alignment (implicit): Content is similar, with some differences in emphasis.</p>	<p>6.W.8 Perform short, focused research projects in response to a question and refocus the inquiry in response to further research and investigation.</p> <p>6.W.9 Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.</p>
3. SPEAKING AND LISTENING Students use listening and speaking skills for a variety of purposes.		
LA6.3.1 Students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion.	Strong alignment	6.SL.4 Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.
LA6.3.2 Students communicate using organization, volume, posture, pace, eye contact, and relevant gestures.	Strong alignment	6.SL.4 Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.
LA6.3.3 Students follow directions and provide relevant feedback through note-taking or orally responding.	No match	
LA6.3.4 Students read aloud their own or others' texts fluently and expressively.	<p>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.</p> <p>Partial alignment (implicit): Content is similar with some difference in phrasing</p>	<p>6.RL.9 Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed</p> <p>6.RI.9 Read informational text independently, proficiently, and fluently in</p>

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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



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

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

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

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