

Wyoming Department of Education

Common Core State Standards and Proficiency Assessments for Wyoming Students (PAWS) Crosswalk

Reading Grades 3-8 and 11

TABLE OF CONTENTS

I. Purpose of Common Core State Standards and PAWS Skills Crosswalk.....	3
II. Explanation of PAWS Reading Skills.....	3-4
III. Explanation of Common Core State Standards Coding.....	4-5
IV. Making Sense of the CCSS and PAWS Skills Reading Crosswalks.....	5-8
V. CCSS and PAWS Skills Reading Crosswalks	8-55
<i>Grade 3 Reading Crosswalk</i>	<i>8-13</i>
<i>Grade 4 Reading Crosswalk</i>	<i>14-18</i>
<i>Grade 5 Reading Crosswalk</i>	<i>19-24</i>
<i>Grade 6 Reading Crosswalk</i>	<i>25-31</i>
<i>Grade 7 Reading Crosswalk</i>	<i>32-39</i>
<i>Grade 8 Reading Crosswalk</i>	<i>40-47</i>
<i>Grade 11 Reading Crosswalk</i>	<i>48-55</i>

I. Purpose of Common Core State Standards and PAWS Skills Crosswalk

In June of 2010, the Wyoming State Board of Education, under guidance from the Wyoming Language Arts Content Committee, made the decision to incorporate the English Language Arts Common Core State Standards (CCSS) within the revised Wyoming Content and Performance Standards. Formal adoption of these standards is projected to take place in December of 2011. The Common Core State Standards were created as part of a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). After careful consideration by Wyoming content area experts and education stakeholders, the CCSS are found to:

- Align with college and work expectations;
- Be clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Be informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Be evidence-based.

Currently, under the *No Child Left Behind Act of 2001 (P.L. 107-110)*, Wyoming districts receive AYP (Adequate Yearly Progress) determinations based upon student performance on the Proficiency Assessments for Wyoming Students (PAWS). The Wyoming Content and Performance Standards served as the foundation for the design of these assessments and the set of comprehensive, measurable PAWS content area skills. The PAWS skills were created through the analysis and categorization of highly related Wyoming content standards and benchmarks. These standards and benchmarks, when used successfully to guide instruction, build students' understanding of the major concepts and principles within each content area. All Wyoming public school students in grades three through eight and grade eleven are tested on these skills in reading, writing and mathematics, while students in grades four, eight and eleven are also tested in science during the PAWS testing window.

This document is intended to serve as a guide, highlighting for educators those skills appearing on the PAWS that are not sufficiently addressed in the CCSS, as Wyoming districts and schools transition from implementing the 2008 Wyoming Content and Performance Standards to the Common Core State Standards.

II. Explanation of PAWS Reading Skills

Since reading is done for specific purposes, the PAWS Reading Assessment was designed to cover a reasonable range of these purposes specific to functional, expository, and narrative text genres. The PAWS reading skills represent components important to reading comprehension in each type of text genre. The following list of skills guided the development of the PAWS reading assessment. Therefore, the charts within this document indicate the level to which the Common Core State Standards address the expectations defined by each of the PAWS reading skills.

The skills currently assessed on PAWS are as follows:

Skills for Reading *Functional Texts*

1. **Relevance and Importance** - Determine the relevance and importance of functional information.
2. **Selection and Application** - Select and apply relevant information for a given task.

Skills for Reading *Expository Texts*

1. **Major Points and Details** - Understand a text's major points and supporting details.
2. **Organization** - Understand the text's organization and how that organization serves the writer's purpose.
3. **Information Relationships** - Read to understand how the information in the text fits into broader topics and issues.

Skills for Reading *Narrative Texts*

1. **Story Elements** - Identify the development of basic story elements.
2. **Plot** - Understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.
3. **Theme** - Understand the theme of a story and how the author develops it.

Due to the more complex nature of certain PAWS reading skills, not all of the skills are assessed at each grade level. For example, Selection and Application, Organization, and Theme are not assessed at grades 3 and 4 since these skills are more developmentally appropriate for older students. For a more complete description of the PAWS Content Area Skills, access the PAWS Assessment Descriptions/Rubrics at www.k12.wy.us.

III. Explanation of Common Core State Standards Coding

Prior to adopting the Common Core State Standards in December of 2011, a coding system will be determined for the identification of the Common Core standards and benchmarks. However, since this task has not been completed at this time, temporary coding has been created for use within this document for ease of reference. Please note that this coding will potentially change as additional work is completed during the Wyoming standards review process.

The CCSS in English Language Arts are organized into strands. The strands referred to within this document are the following: Reading Standards for Literature, Reading Standards for Informational Text, Reading Standards: Foundational Skills (K-5), and Language Standards 6-12. For a more complete explanation and understanding of how the Common Core State Standards are organized in English Language Arts, go to www.corestandards.org.

The CCSS coding sequence is:

Strand/Grade/Content Standard Number

LT 1.1	Literary Text (Reading Standards for Literature)/Grade 1/Standard 1
IT 1.9	Informational Text/Grade 1/Standard 9
FS 2.3	Foundational Skills/Grade 2/Standard 3
L6.4	Language/Grade 6/Standard 4

IV. Making Sense of the CCSS and PAWS Skills Reading Crosswalks

The following pages highlight and explain each section of the example crosswalk below to assist in understanding the charts in this document.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Functional Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Relevance and Importance: Students read to determine the relevance and importance of functional information. Students identify and locate information in the text and understand how the information is relevant and important for accomplishing a specified task.</p> <ul style="list-style-type: none"> ➤ The reader demonstrates an accurate understanding of the information ➤ The reader explains how key aspects of the content are relevant to a reader's informational needs ➤ The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p>Language Standards 8-12</p> <p>9-10.VAU.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) 9-10.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings 9-10.VAU.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level) 11-12.VAU.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) 11-12.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings 11-12.VAU.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p> <p>Reading Standards for Informational Text 8-12</p> <p>9-10.KID.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 9-10.KID.2: (Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details) 9-10.KID.3: Analyze how the author unfolds an analysis or series of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. 9-10.CS.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone) 9-10.CS.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., section or chapter). 11-12.KID.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 11-12.KID.2: (Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis) 11-12.KID.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11-12.CS.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text) 11-12.KID.7: (Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.)</p> <p>Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>11.JC Students read and demonstrate understanding of informational texts (See description of PAWS Functional Texts). 11.JC.2 Students conduct research using a variety of grade-appropriate sources and can: 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals.</p> <p>Ensure that students know and are able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information in a text efficiently (See PAWS Instructional Suggestions).</p>	<ul style="list-style-type: none"> ➤ Provide students with focused instruction on how to support statements using sufficient detail, including use of textual references. Provide models of answers which provide sufficient detail as well as answers which do not provide sufficient detail. Job applications work well to help students see the importance of providing sufficient type and amount of information. ➤ Using a think aloud, one like strategy, students need to understand and apply multiple purposes for functional texts. Different readers have different purposes and look for different information depending on their use or interest in what is presented. ➤ Through teacher modeling and independent student work, practice identifying text structures as they apply to different kinds of functional texts. Bolded, italicized, underlined words and/or bulleted statements along with other identifying features help students navigate and understand functional texts and corresponding questions and/or activities thereof. ➤ Practice applications for academic vocabulary for importance and relevance, (i.e., explain, identify, compare and contrast, order of importance, discuss, sufficient, etc.) with teacher modeling of drawing inferences from questions and on-demand writing prompts ➤ Model re-reading and skimming strategies for specific tasks and purposes with multiple kinds of functional texts. ➤ g. Sample task – Give students two brochures and a map of Yellowstone National Park and have them find information for different visitors to the park, for example: a group of hikers may be only interested in trails and camp sites, where a family may seek hotel accommodations, places to eat, attractions and shopping. In a three-day trip, how could each plan their time? ➤ Provide students with specific tasks using functional texts: g. Give students three brochures to a basketball camp, music camp, or resort, and have them read and select the one that would best suit their needs. Written responses should focus on sufficient information which supports their decision. g. Use on-line functional texts such as eBay, Amazon.com, or Craigslist, and have students pull out information that is key to their purpose such as comparing and contrasting buyer agreements, terms of shipping and handling, etc. g. Use directions for completing a task such as an automobile manual, DVD manual, or other step-by-step instructions. Define tasks for students to complete using the text. This will help students identify when they need to skim and when they need to read deeply. ➤ Integrate functional text reading in other content areas. The reading passages are indicative of reading skills required in all disciplines and are based on scenarios from all content areas.

Skill Description: Describes the skill being assessed on PAWS. For examples of items used to assess the PAWS skills, such as Relevance and Importance, go to www.k12.wy.us.

PAWS Skill Description
<p>Relevance and Importance: Students read to determine the relevance and importance of functional information. Students identify and locate information in the text and understand how the information is relevant and important for accomplishing a specified task.</p> <ul style="list-style-type: none">➤ The reader demonstrates an accurate understanding of the information➤ The reader explains how key aspects of the content are relevant to a reader's informational needs➤ The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read
<p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>

Evaluative Criteria: "Evaluative Criteria" are the factors used to determine students' levels of performance for constructed response items in each of the reading skill areas.

The general evaluative criteria for the PAWS reading assessment are:

Accuracy

How accurate is the reader's grasp and use of the text?

Relevance

How relevant is the textual detail or understanding the reader uses to fulfill the purpose?

Sufficiency

Does the reader demonstrate and use a sufficient amount of the text to fulfill the task?

Text Description: Describes the PAWS text type (Functional) with examples of reading materials students will encounter when answering questions for the above PAWS skill (Relevance and Importance). Three types of texts are assessed on the PAWS: Narrative, Expository, and Functional.

Common Core standards and benchmarks aligned to the PAWS skill. These standards, if addressed with students, will help prepare them for success on the PAWS reading test.

Where in CCSS	
Language Standards 6-12	
9-10.VAU.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases)	
9-10.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	
9-10.VAU.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)	
11-12.VAU.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases)	
11-12.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	
11-12.VAU.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)	
Reading Standards for Informational Text 6-12	
9-10.KID.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
9-10.KID.2: (Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details)	
9-10.KID.3: Analyze how the author unfolds an analysis or series of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
9-10.CS.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone)	
9-10.CS.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
11-12.KID.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
11-12.KID.2: (Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis)	
11-12.KID.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
11-12.CS.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text)	
11-12.IKI.7: (Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	
Wyoming Benchmarks and Sub-Benchmarks to Address	
11.IC	Students read and demonstrate understanding of informational texts (See description of PAWS Functional Texts).
11.IC.2	Students conduct research using a variety of grade-appropriate sources and can: 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals.
*Ensure that students know and are able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information in text efficiently (See PAWS Instructional Suggestions).	

Common Core Strand: Illustrates where the standards appear in the Common Core State Standards document.

*Standards highlighted in yellow are skills necessary for success on the PAWS skill, but are **addressed at a previous grade level** in the CCSS. Therefore, according to this example, grade 11 teachers would want to consider readdressing this concept with their students, if necessary.*

*This section identifies (in red) Wyoming standards and benchmarks aligned to the PAWS skill that are **not addressed at any grade** in the CCSS. These concepts are critical for success on the PAWS skill and should be incorporated into instruction. If these Wyoming standards and benchmarks are highlighted in yellow, they are **addressed at previous grades** in the CCSS and may need to be readdressed.*

PAWS Instructional Suggestions

- Provide students with focused instruction on how to support statements using sufficient detail, including use of textual references. Provide models of answers which provide sufficient detail as well as answers which do not provide sufficient detail. Job applications work well to help students see the importance of providing sufficient types and amounts of information.
- Using a think aloud, or a like strategy, students need to understand and apply multiple purposes for functional texts. Different readers have different purposes and look for different information depending on their use or interest in what is presented.
- Through teacher modeling and independent student work, practice identifying text structures as they apply to different kinds of functional texts. Bolded, italicized, underlined words and/or bulleted statements along with other identifying features help students navigate and understand functional texts and corresponding questions and/or activities thereof.
- Practice applications for academic vocabulary for importance and relevance, (i.e., explain, identify, compare and contrast, order of importance, discuss, sufficient, etc.) with teacher modeling of drawing inferences from questions and on-demand writing prompts
- Model re-reading and skimming strategies for specific tasks and purposes with multiple kinds of functional texts.
- **Sample task** – Give students two brochures and a map of Yellowstone National Park and have them find information for different visitors to the park, for example: a group of hikers may be only interested in trails and camp sites, where a family may seek hotel accommodations, places to eat, attractions and shopping. In a three-day trip, how could each plan their time?
- Provide students with specific tasks using functional texts:
 - ⓐ Give students three brochures to a basketball camp, music camp, or resort, and have them read and select the one that would best suit their needs. Written responses should focus on sufficient information which supports their decision.
 - ⓑ Use on-line functional texts such as E-bay, Amazon.com, or Craigslist, and have students pull out information that is key to their purpose such as comparing and contrasting buyer agreements, terms of shipping and handling, etc.
 - ⓒ Use directions for completing a task such as an automobile manual, DVD manual, or other step-by-step instructions. Define tasks for students to complete using the text. This will help students identify when they need to skim and when they need to read deeply.
- Integrate functional text reading in other content areas. The reading passages are indicative of reading skills required in all disciplines and are based on scenarios from all content areas.

*PAWS Instructional Suggestions:
Recommended by Wyoming
teachers at the annual PAWS
Traffic Signal Project, the
Instructional Suggestions are skill
specific and provide instructional
ideas for use in the classroom.
These suggestions provide
additional insight into what is
expected of students taking the
PAWS reading test.*

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Functional Texts		
PAWS Skill/Text Description	Where in CCSS	PAWS Instructional Suggestions
<p>Relevance and Importance: Students read to determine the relevance and importance of functional information. Students identify and locate information in the text and understand how the information is relevant and important for accomplishing a specified task.</p> <ul style="list-style-type: none"> ➤ The reader demonstrates an accurate understanding of the information ➤ The reader explains how key aspects of the content are relevant to a reader’s informational needs ➤ The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to read carefully, look for information that serves a specific need, and consider the usefulness of all details as in following directions.</p>	<p>Reading Standards: Foundational Skills (K-5) FS 2.3: (Know and apply phonics and word analysis skills to decode words) FS 4: (Read with accuracy and fluency to support comprehension) FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Informational Text K-5 IT 1.5: (Know and use text features to locate information) IT 1.6: (Distinguish between information provided by pictures/illustrations and provided by words) IT 1.7: (Use illustrations and details to describe key ideas) IT 1.10: (Read informational texts with prompting and support) IT 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text IT 2.4: (Determine meaning of words and phrases in a text) IT 2.5: (Know and use text features to locate information efficiently) IT 2.6: (Identify main purpose of text, including author intent) IT2.7: (Explain how specific images contribute to a text) IT 2.10: (Read and comprehend informational texts, including technical texts) IT 3.1: (Refer explicitly to text to ask and answer questions) IT 3.4: (Determine the meaning of academic and domain-specific words) IT 3.5: (Use text features and search tools to locate information efficiently) IT 3.7: (Use information gained from illustrations and words to demonstrate understanding) IT 3.10: (Read and comprehend informational texts, including technical texts)</p> <p>Wyoming Benchmarks/Sub-Benchmarks to Address 3.IC.4 Students interpret simple maps, charts, and graphs. 3.IC.5 Students follow simple multi-step written directions.</p>	<ul style="list-style-type: none"> ➤ Have students analyze a variety of functional texts (e.g. directions, schedules, maps, online information, diagrams, explanations, brochures, pamphlets, etc.) by modeling, think-pair-share, and independent activities. Identify the type of text by using key features. Identify the main purpose of the text and the intended audience. ➤ Put students in pairs to write steps out on sentence strips for a game, recipe, or activity. Have another group put them in the correct order and give corrective feedback. ➤ In partners, have the students create their own brochures, directions, pamphlet, (or other non-fictional text) about a specific activity. Have the partners create questions about the activity and see if others can answer the questions using the information on the brochure. Edit the brochure as needed. ➤ Utilize informational texts like Scholastic News, National Geographic, etc. in instruction on a regular basis. ➤ Have the students read game instructions and figure out how to play the game from the instructions.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
PAWS Skill Reporting Category - Informational/Expository Texts			
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions	
<p>Major Points and Details: Students read to understand a text’s major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p> <ul style="list-style-type: none"> ➤ The reader identifies the major points and distinguishes the major points from the supporting details. ➤ The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea. ➤ The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Reading Standards: Foundational Skills (K-5)</p> <p>FS 2.3: (Know and apply phonics and word analysis skills to decode words) FS 2.4: (Read with accuracy and fluency to support comprehension) FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Informational Text K-5</p> <p>IT 1.1: Ask and answer questions about key details in a text IT 1.2: Identify the main topic and retell key details of a text IT 1.7: (Use illustrations and details to describe key ideas) IT 1.8: Identify the reasons an author gives to support points in a text IT 1.9: (Compare and contrast two texts on same topic) IT 1.10: (Read informational texts with prompting and support) IT 2.1: (Ask and answer questions to demonstrate understanding of key details in a text) IT 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text IT 2.3: (Determine meaning of words and phrases in a text) IT 2.6: (Identify main purpose of text, including author intent) IT 2.8: Describe how reasons support specific points the author makes in a text IT 2.9: (Compare and contrast two texts on same topic) IT 2.10: (Read and comprehend informational texts, including technical texts) IT 3.1 (Refer explicitly to text to ask and answer questions) IT 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea IT 3.4: (Determine the meaning of academic and domain-specific words) IT 3.7: (Use information gained from illustrations and words to demonstrate understanding) IT 3.9: (Compare and contrast two texts on same topic) IT 3.10: (Read and comprehend informational texts, including technical texts)</p>	<ul style="list-style-type: none"> ➤ As students read an expository text, teach them to divide reading into chunks or paragraphs. At the end of the short chunk, students pause, think about what was read, and summarize in one sentence. Another activity is to have students read silently, and then have four students stand up and summarize (each student only gets 30 seconds). The last 15 seconds they tell what connection they had or what strategy they used. ➤ Use graphic organizers for practice with main idea and major details. Put the main idea at the top and then put the supporting details underneath. ➤ Give students short passages from age appropriate magazines and newspapers. Have them highlight the main idea with one color and the supporting details with another color, or put a box around the main idea and underline the supporting details. 	
	Wyoming Benchmarks/Sub-Benchmarks to Address		
	The Grade 3 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Major Points and Details skill.		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Expository Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Information Relationships: Students read to understand how the information in the text fits into broader topics and issues.</p> <ul style="list-style-type: none"> ➤ The reader uses the main concepts of the text and relates them to commonly understood concepts about the world. ➤ The reader uses the information in the text to make connections to develop a comprehension of commonly understood concepts. ➤ The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts they inform. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Reading Standards: Foundational Skills (K-5)</p> <p>FS 2.3: (Know and apply phonics and word analysis skills to decode words) FS 2.4: (Read with accuracy and fluency to support comprehension) FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Informational Text K-5</p> <p>IT 1.3: (Describe the connection between information in a text) IT 1.9: (Compare and contrast two texts on same topic) IT 1.10: (Read informational texts with prompting and support) IT 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text IT 2.4 (Determine meaning of words and phrases in a text) IT 2.9: (Compare and contrast two texts on same topic) IT 2.10: (Read and comprehend informational texts, including technical texts) IT 3.1: (Refer explicitly to text to ask and answer questions) IT 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. IF 3.4: (Determine the meaning of academic and domain-specific words) IF 3.9: (Compare and contrast two texts on same topic) IF 3.10: (Read and comprehend informational texts, including technical texts)</p>	<ul style="list-style-type: none"> ➤ Have students make a connection: text-to-text, text-to-self, text-to-world. Have them apply what they have read to their own experiences. ➤ Give students copies of Bloom’s taxonomy questioning stems and have them use the stems to practice developing questions and explaining answers at the various levels. ➤ Have students practice questioning skills by writing their questions on sticky notes and placing them in the story as they read.
	<p align="center">Wyoming Benchmarks/Sub-Benchmarks to Address</p> <p>3.IA.5 Students make connections among texts and themselves.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category – Literary/Narrative Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Story Elements: Students read to recognize and understand an author’s development of a main character as a basic story element.</p> <ul style="list-style-type: none"> ➤ The reader accurately interprets the details used to develop the main characters in a story. ➤ The reader describes the importance of the main character to the story’s plot. ➤ The reader recognizes a number of techniques and details the author has used to establish the main character in a story. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p>Reading Standards: Foundational Skills (K-5) FS 2.3: (Know and apply phonics and word analysis skills to decode words) FS 2.4: (Read with accuracy and fluency to support comprehension) FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Literature K-5 LT 1.1: Ask and answer questions about key details in a text LT 1.3: Describe characters, settings, and major events in a story, using key details LT 1.4: (Identify words and phrases that suggest feelings or appeal to the senses) LT 1.6:: Identify who is telling the story at various points in a text LT 1.7: Use illustrations and details in a story to describe its characters, setting, or events LT 1.9: Compare and contrast the adventures and experiences of characters in stories LT 1.10: (Read prose and poetry with prompting and support) LT 2.1: (Ask and answer questions to demonstrate understanding of key details in a text) LT 2.3: Describe how characters in a story respond to major events and challenges LT 2.6: (Acknowledge differences in the points of view of characters) LT 2.7: (Use information gained from illustrations and words to demonstrate understanding of characters, setting, or plot) LT 2.10: (Read and comprehend literature, including stories and poetry, with scaffolding) LT 3.1: (Refer explicitly to text to ask and answer questions) LT 3.3:: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events LT 3.4: (Determine meaning of words and phrases in a text, distinguishing literal from nonliteral language) LT 3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) LT 3.10: (Read and comprehend literature, including stories, dramas, and poetry, independently and proficiently)</p>	<ul style="list-style-type: none"> ➤ Use a variety of story mapping graphic organizers to teach each story element. ➤ Character Watch- Each student draws the name of a different character from the text and records their actions, what they say, and the author’s descriptions of their chosen character throughout the text. Students share their findings in a small group. ➤ Character Traits- Use a cut out visual outline of the character and have students place different character traits under the listed trait. Show evidence from the story to support that trait (give page number and short description of evidence found in book). ➤ Character Matrix- Students fill in a matrix of traits as the story develops. Sections of the matrix could include the character’s personality (actions), physical appearance, likes, and dislikes. ➤ Have students write journal entries and short responses imagining they are one of the characters. ➤ Put samples of your own trash into a small trash bag. Include items that would reveal your food choices (soup cans, rice-a-roni box, mac-n-cheese), toiletries (shampoo bottles, hand soap boxes, dry skin soap vs. deodorant soap, etc.), cleaning supplies (“green” brands vs. more chemically heavy products), pet food bags, an old fishing hat, a deflated soccer ball, etc. What can students infer about the person by his or her trash? ➤ Have students write letters to other characters, journal entries, and short responses imagining they are one of the characters.
	<p style="text-align: center;">Wyoming Benchmarks/Sub-Benchmarks to Address</p> <p>3.IB.2 Students determine characters’ traits by their actions and by how they are portrayed by the author and illustrator.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
PAWS Skill Reporting Category – Literary/Narrative Texts			
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions	
<p>Plot: Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p> <ul style="list-style-type: none"> ➤ The reader correctly identifies high points in a story’s plot in relation to its highest point, the climax. ➤ The reader notes how high points in a story’s action build to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story’s plot structure. ➤ The reader adequately describes all of the significant events in a story and the sequence in which those events occur. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p>Reading Standards: Foundational Skills (K-5)</p> <p>FS 2.3: (Know and apply phonics and word analysis skills to decode words) FS 2.4: (Read with accuracy and fluency to support comprehension) FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Literature K-5</p> <p>LT 1.1: Ask and answer questions about key details in a text LT 1.3: Describe characters, settings, and major events in a story, using key details LT 1.7: Use illustrations and details in a story to describe its characters, setting, or events LT 1.9: Compare and contrast the adventures and experiences of characters in stories LT 1.10: (Read prose and poetry with prompting and support) LT 2.1: (Ask and answer questions to demonstrate understanding of key details in a text) LT 2.3: Describe how characters in a story respond to major events and challenges LT 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action LT 2.7: (Use information gained from illustrations and words to demonstrate understanding of characters, setting, or plot) LT 2.9: (Compare and contrast two or more versions of the same story) LT 2.10: (Read and comprehend literature, including stories and poetry, with scaffolding) LT 3.1: (Refer explicitly to text to ask and answer questions) LT 3.4: (Determine meaning of words and phrases in a text, distinguishing literal from nonliteral language) LT 3.5: (Refer to parts of stories, dramas, and poems when writing or speaking about a text; describe how each successive part builds on earlier sections) LT 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) LT 3.10: (Read and comprehend literature, including stories, dramas, and poetry, independently and proficiently)</p>	<ul style="list-style-type: none"> ➤ Have students not only determine the plot, but discuss the hierarchy of events using terms such as best, most, least likely, etc. ➤ Use problem/solution graphic organizers. ➤ Use the interchangeable terms “high point” and “climax” in instruction. 	
	Wyoming Benchmarks/Sub-Benchmarks to Address		
	*Ensure that instruction in plot includes high point(s), climax (highest point), problem, and solution/resolution.		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
PAWS Skill Reporting Category - Informational/Functional Texts			
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions	
<p>Relevance and Importance: Students read to determine the relevance and importance of functional information. Students identify and locate information in the text and understand how the information is relevant and important for accomplishing a specified task.</p> <ul style="list-style-type: none"> ➤ The reader demonstrates an accurate understanding of the information ➤ The reader explains how key aspects of the content are relevant to a reader’s informational needs ➤ The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to read carefully, look for information that serves a specific need, and consider the usefulness of all details as in following directions.</p>	<p>Reading Standards: Foundational Skills (K-5)</p> <p>FS 2.3: (Know and apply phonics and word analysis skills to decode words) FS 2.4: (Read with accuracy and fluency to support comprehension) FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension) FS 4.3: (Know and apply grade-level phonics and word analysis skills to decode words) FS 4.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Informational Text K-5</p> <p>IT 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text IT 2.4: (Determine meaning of words and phrases in a text) IT 2.5: (Know and use text features to locate information efficiently) IT 2.6: (Identify main purpose of text, including author intent) IT 2.7: (Explain how specific images contribute to a text) IT 2.10: (Read and comprehend informational texts, including technical texts) IT 3.1: (Refer explicitly to text to ask and answer questions) IT 3.4: (Determine the meaning of academic and domain-specific words) IT 3.5:: (Use text features and search tools to locate information efficiently) IT 3.7: (Use information gained from illustrations and words to demonstrate understanding) IT 3.10: (Read and comprehend informational texts, including technical texts) IT 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text IT 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text IT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 4.4: (Determine the meaning of academic and domain-specific words) IT 4.7: (Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text) IT 4.10: (Read and comprehend informational texts, including technical texts)</p>	<ul style="list-style-type: none"> ➤ Teach students how to identify relevant information for a specific task using grade-level-appropriate functional text (e.g. brochures, pamphlets, applications). Have students use T-charts and graphic organizers to record their thinking. ➤ Use think-pair-share in the above activities. ➤ Expose students to charts and graphs and provide opportunities to practice reading and interpreting the information from those charts. 	
	Wyoming Benchmarks/Sub-Benchmarks to Address		
	The Grade 4 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Relevance and Importance skill.		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Expository Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Major Points and Details: Students read to understand a text’s major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p> <ul style="list-style-type: none"> ➤ The reader identifies the major points and distinguishes the major points from the supporting details. ➤ The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea. ➤ The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Reading Standards: Foundational Skills (K-5)</p> <p>FS 2.3: (Know and apply phonics and word analysis skills to decode words) FS 2.4: (Read with accuracy and fluency to support comprehension) FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension) FS 4.3: (Know and apply grade-level phonics and word analysis skills to decode words) FS 4.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Informational Text K-5</p> <p>IT 2.1: (Ask and answer questions to demonstrate understanding of key details in a text) IT 2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text IT 2.4: (Determine meaning of words and phrases in a text) IT 2.6: (Identify main purpose of text, including author intent) IT 2.8: Describe how reasons support specific points the author makes in a text IT 2.10: (Read and comprehend informational texts, including technical texts) IT 3.1: (Refer explicitly to text to ask and answer questions) IT 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea IT 3.4: (Determine the meaning of academic and domain-specific words) IT 3.7: (Use information gained from illustrations and words to demonstrate understanding) IT 3.10: (Read and comprehend informational texts, including technical texts) IT 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text IT 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text IT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 4.4: (Determine the meaning of academic and domain-specific words) IT 4.8: Explain how an author uses reasons and evidence to support particular points in a text IT 4.10: (Read and comprehend informational texts, including technical texts)</p>	<ul style="list-style-type: none"> ➤ Model and then have students practice using supporting details from the text, especially in an extended response. ➤ Graphic Organizers will help with guided reading groups and start to reinforce the skill of major points and details (e.g. Use a T-chart with two columns. In column 1, students record main ideas; in column 2, students record supporting details). ➤ Have students read the text and condense it by summarizing the main idea. ➤ Teach students how to use a title, introduction, topic sentence, heading, and subheading to glean information about the text prior to reading. ➤ During read alouds: Read a chapter to students. Then have students make up the title to the chapter, or you can read a paragraph and make up a title to the paragraph. ➤ Details through writing: Provide outlines that are based on main points and details in the text, leaving some blanks for students to fill in. ➤ Have students write their own expository text with major points and supporting details. ➤ Have students determine the major points and details of chapter readings when learning science or Wyoming history.
	<p>Wyoming Benchmarks/Sub-Benchmarks to Address</p>	
	<p>The Grade 4 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Major Points and Details skill.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
PAWS Skill Reporting Category - Informational/Expository Texts			
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions	
<p>Information Relationships: Students read to understand how the information in the text fits into broader topics and issues.</p> <ul style="list-style-type: none"> ➤ The reader uses the main concepts of the text and relates them to commonly understood concepts about the world. ➤ The reader uses the information in the text to make connections to develop a comprehension of commonly understood concepts. ➤ The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts they inform. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader’s understanding of some topic.</p>	<p>Reading Standards: Foundational Skills (K-5)</p> <p>FS 2.3: (Know and apply phonics and word analysis skills to decode words) FS 2.4: (Read with accuracy and fluency to support comprehension) FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension) FS 4.3: (Know and apply grade-level phonics and word analysis skills to decode words) FS 4.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Informational Text K-5</p> <p>IT 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text IT 2.4: (Determine meaning of words and phrases in a text) IT 2.9: (Compare and contrast two texts on same topic) IT 2.10: (Read and comprehend informational texts, including technical texts) IT 3.1: (Refer explicitly to text to ask and answer questions) IT 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. IT 3.4: (Determine the meaning of academic and domain-specific words) IT 3.9: (Compare and contrast two texts on same topic) IT 3.10: (Read and comprehend informational texts, including technical texts) IT 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text IT 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text IT 4.3:(Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 4.4: (Determine the meaning of academic and domain-specific words) IT 4.9: (Integrate information from two texts on same topic) IT 4.10: (Read and comprehend informational texts, including technical texts)</p>	<ul style="list-style-type: none"> ➤ Have students make text-to-text, text-to-self, and text-to-world connections using story maps/story mountains. Have students apply what they have read to their own experiences. ➤ Expose students to different types of expository text (i.e. Weekly Readers, National Geographic Explorer, etc.) and teach students to recognize and understand the significance of various expository text features (bold type, headings, subheadings, captions, etc.) ➤ Students take point and counter-point positions within stories. Have students take opposing sides and debate the main issues of the piece. Students must support their debate by citing examples from the text and by using personal knowledge about and connections to the world. ➤ After researching a topic, have students write an editorial from a viewpoint. Students get the facts from the resource and then form an opinion from it. 	
	Wyoming Benchmarks/Sub-Benchmarks to Address		
	<p><i>*Ensure that students can make text-to-self, text-to-text, and text-to-world connections, as all three are important to the PAWS Information Relationship skill (See PAWS Instructional Suggestions).</i></p>		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category – Literary/Narrative Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Story Elements: Students read to recognize and understand an author’s development of character traits as a basic story element.</p> <ul style="list-style-type: none"> ➤ The reader understands character traits in fiction using details from that story to accurately report how these are used. ➤ The reader describes the importance of character traits to the story’s plot. ➤ The reader recognizes a number of techniques and details the author has used to establish character traits in a story. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p>Reading Standards: Foundational Skills (K-5) FS 2.3: (Know and apply phonics and word analysis skills to decode words) FS 2.4: (Read with accuracy and fluency to support comprehension) FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension) FS 4.3:: (Know and apply grade-level phonics and word analysis skills to decode words) FS 4.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Literature K-5 LT 2.1: (Ask and answer questions to demonstrate understanding of key details in a text) LT 2.3:: Describe how characters in a story respond to major events and challenges LT 2.6: (Acknowledge differences in the points of view of characters) LT 2.7:: (Use information gained from illustrations and words to demonstrate understanding of characters, setting, or plot) LT 2.10: (Read and comprehend literature, including stories and poetry, with scaffolding) LT 3.1: (Refer explicitly to text to ask and answer questions) LT 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events LT 3.4: (Determine meaning of words and phrases in a text, distinguishing literal from nonliteral language) LT 3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) LT 3.10: (Read and comprehend literature, including stories, dramas, and poetry, independently and proficiently) LT 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text LT 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) LT 4.4: (Determine meaning of words and phrases in a text) LT 4.6: (Compare and contrast the point of view from which different stories are narrated) LT 4.10: (Read and comprehend literature, including stories, dramas, and poetry)</p> <p style="text-align: center;">Wyoming Benchmarks/Sub-Benchmarks to Address</p> <p>4.IB.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.</p> <p>*Ensure students are able to describe the importance of character traits to the story’s plot, and the techniques and details the author has used to establish character traits in the story.</p>	<ul style="list-style-type: none"> ➤ Have students identify, compare, and contrast character traits (looks, acts, feels) within and between stories using graphic organizers, charts, and/or reading response journals. ➤ Develop student awareness of character traits through written responses, oral responses (to read alouds), and acting-out or performing skits. <ul style="list-style-type: none"> ○ Students work in small groups to describe a character trait. What would it look like? What would it sound like? Use a word web to record students’ thinking during this activity. ➤ Have students practice writing from different points-of-view and by using the element of personification. ➤ Read <u>Tracks in the Snow</u>, by Lucy Jane Bledsoe, and have a class discussion about the author’s development of character traits.

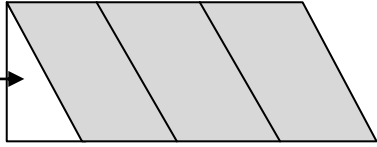
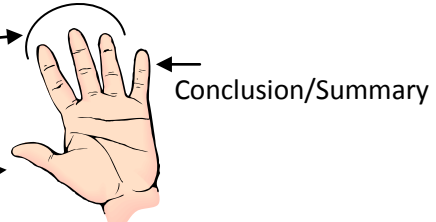
Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category – Literary/Narrative Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Plot: Students read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p> <ul style="list-style-type: none"> ➤ The reader correctly identifies high points in a story’s plot in relation to its highest point, the climax. ➤ The reader notes how high points in a story’s action build to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story’s plot structure. ➤ The reader adequately describes all of the significant events in a story and the sequence in which those events occur. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p>Reading Standards: Foundational Skills (K-5)</p> <p>FS 3.3: (Know and apply phonics and word analysis skills to decode words) FS 3.4: (Read with accuracy and fluency to support comprehension) FS 4.3: (Know and apply grade-level phonics and word analysis skills to decode words) FS 4.4: (Read with accuracy and fluency to support comprehension)</p> <p>Reading Standards for Literature K-5</p> <p>LT 2.1: (Ask and answer questions to demonstrate understanding of key details in a text) LT 2.3: Describe how characters in a story respond to major events and challenges LT 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action LT 2.7: (Use information gained from illustrations and words to demonstrate understanding of characters, setting, or plot) LT 2.9: (Compare and contrast two or more versions of the same story) LT 2.10: (Read and comprehend literature, including stories and poetry, with scaffolding) LT 3.1: (Refer explicitly to text to ask and answer questions) LT 3.4: (Determine meaning of words and phrases in a text, distinguishing literal from nonliteral language) LT 3.5: (Refer to parts of stories, dramas, and poems when writing or speaking about a text; describe how each successive part builds on earlier sections) LT 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) LT 3.10: (Read and comprehend literature, including stories, dramas, and poetry, independently and proficiently) LT 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text LT 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) LT 4.4: (Determine meaning of words and phrases in a text) LT 4.9: (Compare and contrast the treatment of similar patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures) LT 4.10: (Read and comprehend literature, including stories, dramas, and poetry)</p>	<ul style="list-style-type: none"> ➤ Have students use sticky notes to identify the hierarchy of events in a story using terms such as best, most, least likely, etc. ➤ Have students identify the problem and solution using problem/solution graphic organizers. ➤ Take familiar stories like Red Riding Hood or Three Little pigs and change either the characters , problems or events. Ask students to predict how these changes would influence the events and outcome of the story. ➤ Build a line graph (shaped like a hill or bell curve) that has rising action, falling action and high point or climax. Plot out story events on the line graph. Model this for students while they record on a sheet of paper. ➤ Have students practice organizing the story based on its sequence of events; have students identify the turning point of the story. ➤ Have students create movie strips to illustrate the events of the story. Media Blender, a computer program, is a suggested tool to complete this activity. ➤ Define and use vocabulary such as: plot, climax, high point, problem, resolution, solution, etc. ➤ Compare story elements to baking. For example, if students are making cookies, what happens if they forget to add the sugar? Relate this concept to story elements: Ingredients would be the elements. “A cookie without sugar is like a story without a plot, etc...”
	<p align="center">Wyoming Benchmarks/Sub-Benchmarks to Address</p> <p>*Ensure that instruction in plot includes high point(s), climax (highest point), problem, and solution/resolution (See PAWS Instructional Suggestions).</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Functional Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Relevance and Importance: Students read to determine the relevance and importance of functional information. Students identify and locate information in the text and understand how the information is relevant and important for accomplishing a specified task.</p> <ul style="list-style-type: none"> ➤ The reader demonstrates an accurate understanding of the information ➤ The reader explains how key aspects of the content are relevant to a reader’s informational needs ➤ The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p>Language Standards K-5</p> <p>L4.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L5.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>	<ul style="list-style-type: none"> ➤ Provide instruction and practice using a variety of functional text features (i.e. sidebars, captions, headings, charts, diagrams, maps, tables, arrows, bold print, etc.). ➤ Teach skimming as a strategy to locate key information. ➤ Have students practice reading for a purpose by asking them to make predictions before reading the passage. ➤ Have students read directions to board games before playing. Students can also read a variety of directions to board games and match them to the games (known and unknown). ➤ Have students prepare food by reading and following the steps to a recipe. Students can also practice following oral directions to build or create something. ➤ Bring in “real-world” functional texts (mentioned above) and have students draw conclusions, discuss the importance of the provided information, and ask/answer questions. ➤ Omit steps to a set of directions. Provide a different incomplete list to each group of students. Have students build the product according to the steps they received. Compare the results—How are the products similar? Different? What are the most important steps? Why?
	<p>Reading Standards for Informational Text K-5</p> <p>IT 3.1: (Refer explicitly to text to ask and answer questions) IT 3.4: (Determine the meaning of academic and domain-specific words) IT 3.5: (Use text features and search tools to locate information efficiently) IT 3.7: (Use information gained from illustrations and words to demonstrate understanding) IT 3.10: (Read and comprehend informational texts, including technical texts) IT 4.1: Refer to details and examples in a text when making literal and inferential interpretations) IT 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text IT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 4.4: (Determine the meaning of academic and domain-specific words) IT 4.7: (Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text) IT 4.10: (Read and comprehend informational texts, including technical texts) IT 5.1: (Quote accurately from text when making literal and inferential interpretations) IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.7: 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. IT 5.10: (Read and comprehend informational texts, including technical texts)</p>	
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
	<p>The Grade 5 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Relevance and Importance skill.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Functional Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Select and Apply: Students read to select and apply relevant information for a given task. Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p> <ul style="list-style-type: none"> ➤ The reader selects information from the text and applies it accurately; details applied are the same as the text; and details are correct according to the text. ➤ The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all the essential steps indicated in the text. ➤ The reader selects enough information and details from the text to complete the task adequately and appropriately. <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p>Language Standards K-5</p>	<ul style="list-style-type: none"> ➤ Have students analyze a pre-made schedule with multiple options provided (e.g. recreation center schedule) and then generate a personal schedule. Why are your choices relevant to your wants/needs? ➤ Provide multiple exposures to functional texts. ➤ WebQuest Scavenger Hunt (premade or make your own): Provide a topic and have students select particular sites to answer questions. ➤ Provide students with a problem scenario in which information is needed to solve. Give students the appropriate functional texts to address the problem scenario. Have students respond to questions using information from the texts. <ul style="list-style-type: none"> ○ Example: According to the bus schedule, if you want to get from point A to point B and you miss the departure scheduled at 5:20 p.m., what are your options? When could you depart/arrive?
	<p>L 4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L 4.6:: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L 5.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L 5.6:: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	
	<p>Reading Standards for Informational Text K-5</p> <p>IT 3.1: (Refer explicitly to text to ask and answer questions) IT 3.3: (Describe the relationship between a series of steps in technical procedures in a text) IT 3.4: (Determine the meaning of academic and domain-specific words) IT 3.5: (Use text features and search tools to locate information efficiently) IT 3.7: (Use information gained from illustrations and words to demonstrate understanding) IT 3.9: (Compare and contrast the most important points and key details presented in texts on the same topic) IT 3.10: (Read and comprehend informational texts, including technical texts) IT 4.1: Refer to details and examples in a text when making literal and inferential interpretations) IT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 4.4: (Determine the meaning of academic and domain-specific words) IT 4.7: (Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text) IT 4.9: (Integrate information from texts on same topic) IT 4.10: (Read and comprehend informational texts, including technical texts) IT 5.1: (Quote accurately from text when making literal and inferential interpretations) IT 5.3: (Explain interactions between events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.7: 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. IT 5.10:: (Read and comprehend informational texts, including technical texts)</p>	
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
<p>*Ensure that students know and are able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information in a text efficiently (See 2.CS.5).</p>		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Expository Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Major Points and Details:</p> <p>Students read to understand a text’s major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p> <ul style="list-style-type: none"> ➤ The reader identifies the major points and distinguishes the major points from the supporting details. ➤ The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea. ➤ The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each. <p>Expository Texts:</p> <p>These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p>Language Standards K-5</p> <p>L 4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L 4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L 5.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L 5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<ul style="list-style-type: none"> ➤ Use graphic organizers to summarize expository text. ➤ Do teacher and student model and practice of note-taking and summarizing by color-coding the main idea and supporting details using various types of expository text. Apply at the paragraph level as well as with a complete passage. ➤ Students practice identifying the major points and supporting details of both familiar and non-familiar texts. ➤ Have students analyze student writing for major points and supporting details (idea development). ➤ Have students use a graphic organizer to identify and organize major points and details. Then have students do the following: <ul style="list-style-type: none"> ○ Transfer information to an outline form and code the main idea and supporting details with graphic symbols ○ Develop a paragraph from the outline; read the paragraph ○ Color code the paragraph and match the information against the outline ➤ Students create a flip book and write each main idea from the text on the outside cover of each flap, with the supporting details on the inside. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> ➤ Have students read an expository text and think of two words that illustrate the main idea. Students write about why they chose those two words. ➤ Have students use a “Detail Hand” graphic organizer to dissect a story or paragraph into its parts. <div style="text-align: center;">  </div>
	<p>Reading Standards for Informational Text K-5</p> <p>IT 3.1: (Refer explicitly to text to ask and answer questions) IT 3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea IT 3.4: (Determine the meaning of academic and domain-specific words) IT 3.7: (Use information gained from illustrations and words to demonstrate understanding) IT 3.10: (Read and comprehend informational texts, including technical texts) IT 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text IT 4.2: (Determine the main idea of a text and explain how it is supported by key details; summarize text) IT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 4.4: (Determine the meaning of academic and domain-specific words) IT 4.8: Explain how an author uses reasons and evidence to support particular points in a text IT 4.10: (Read and comprehend informational texts, including technical texts) IT 5.1: (Quote accurately from text when making literal and inferential interpretations) IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. IT 5.3: (Explain interactions, events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.7: 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. IT 5.8: (Explain how an author uses reasons and evidence to support particular points in a text) IT 5.10: (Read and comprehend informational texts, including technical texts)</p>	
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
	<p>The Grade 5 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Major Points and Details skill.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Expository Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Information Relationships:</p> <p>Students read to understand how the information in the text fits into broader topics and issues.</p> <ul style="list-style-type: none"> ➤ The reader uses the main concepts of the text and relates them to commonly understood concepts about the world. ➤ The reader uses the information in the text to make connections to develop a comprehension of commonly understood concepts. ➤ The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts they inform. <p>Expository Texts:</p> <p>These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p align="center">Language Standards K-5</p> <p>L 4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases)</p> <p>L 4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L 4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p>L 5.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases)</p> <p>L 5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L 5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<ul style="list-style-type: none"> ➤ Provide instruction and practice in the use of a variety of reference tools. Discuss the correlation of online and print resources (i.e. MapQuest and an atlas). ➤ Students use a graphic organizer to map ideas and connections to a broader topic or concept. ➤ Have students connect current events with nonfiction articles to create more text-to-world connections. Teach students to make inferences and draw conclusions to strengthen the connections. For examples of nonfiction articles, use National Geographic, Scholastic, Time for Kids, and various websites. ➤ Put a list of broad topics and concepts on the board. Give students a variety of expository texts and have them sort and align the articles with the broader topics and concepts. ➤ Model and practice making text-to-self, text-to-text, and text-to-world connections with students by pulling details from the text, and relating the ideas back to a main topic or issue. ➤ Build students’ background knowledge through field trips and web streaming.
	<p>Reading Standards for Informational Text K-5</p>	
	<p>IT 3.1: (Refer explicitly to text to ask and answer questions)</p> <p>IT 3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>IT 3.4: (Determine the meaning of academic and domain-specific words)</p> <p>IT 3.9: (Compare and contrast two texts on same topic)</p> <p>IT 3.10: (Read and comprehend informational texts, including technical texts)</p> <p>IT 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>IT 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>IT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text)</p> <p>IT 4.4: (Determine the meaning of academic and domain-specific words)</p> <p>IT 4.9: (Integrate information from two texts on same topic)</p> <p>IT 4.10: (Read and comprehend informational texts, including technical texts)</p> <p>IT 5.1: (Quote accurately from text when making literal and inferential interpretations)</p> <p>IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>IT 5.3: (Explain interactions, events, procedures, ideas, or concepts in informational texts based on specific information in the text)</p> <p>IT 5.4: (Determine the meaning of academic and domain-specific words)</p> <p>IT 5.9: (Integrate information from several texts on same topic)</p> <p>IT 5.10: (Read and comprehend informational texts, including technical texts)</p>	
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
	<p><i>*Ensure that students can make text-to-self, text-to-text, and text-to-world connections, as all three are important to the PAWS Information Relationship skill (See PAWS Instructional Suggestions).</i></p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
PAWS Skill Reporting Category – Literary/Narrative Texts			
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions	
<p>Story Elements: Students read to recognize and understand an author’s development of character as a basic story element.</p> <ul style="list-style-type: none"> ➤ The reader understands character in fiction using details from that story to accurately report how this is used. ➤ The reader describes the importance of character to the story’s plot. ➤ The reader recognizes a number of techniques and details the author has used to establish character in a story. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p>Language Standards K-5</p> <p>L4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L5.5: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<ul style="list-style-type: none"> ➤ Have students use a graphic organizer to record characters’ feelings, motivations, behaviors, etc. by including proof from the text (paragraph numbers and lines from text). ➤ Have students record a character’s traits from a story in a chart and then provide an example from the story to support each trait. ➤ Have students define/describe a fictional character (traits) and generate an adventure based on the trait. ➤ Evaluate how the story (plot) would develop if told from another point of view. Discuss with students how changes in point of view influence story elements, including character actions and traits, and high points in the story. ➤ Have students develop a comic strip from one point of view. ➤ Compare and contrast different characters and changes in feelings/behavior of the same character using graphic organizers. <ul style="list-style-type: none"> ○ How did the character respond to the situation? ○ How would you respond to the situation? ○ What would happen if the character responded differently? ➤ Select sections of a story to have students identify key points, summarize, and determine character traits and why a particular trait is critical to the plot. 	
	<p>Reading Standards for Literature K-5</p> <p>LT 3.1:(Refer explicitly to text to ask and answer questions) LT 3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events LT 3.4: (Determine meaning of words and phrases in a text, distinguishing literal from nonliteral language) LT 3.6: Distinguish their own point of view from that of the narrator or those of the characters. LT 3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) LT 3.10: (Read and comprehend literature, including stories, dramas, and poetry, independently and proficiently) LT 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text LT 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) LT 4.4: (Determine meaning of words and phrases in a text) LT 4.6: (Compare and contrast the point of view from which different stories are narrated) LT 4.10: (Read and comprehend literature, including stories, dramas, and poetry) LT 5.1: (Quote accurately from text when making literal and inferential interpretations) LT 5.2: (Determine a theme from details in the text, including how characters respond to challenges; summarize the text) LT 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) LT 5.4: (Determine the meaning of words and phrases as they are used in a text, including figurative language) LT 5.6: Describe how a narrator’s or speaker’s point of view influences how events are described. LT 5.10: (Read and comprehend literature, including stories, dramas, and poetry)</p>		
	<p>Wyoming Benchmarks/Sub-Benchmarks to Address</p>		
	<p>*Ensure students are able to describe the importance of character to the story’s plot, and the techniques and details the author has used to establish character in the story.</p>		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category – Literary/Narrative Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Plot: Students read to learn how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p> <ul style="list-style-type: none"> ➤ The reader correctly identifies high points in a story’s plot in relation to its highest point, the climax. ➤ The reader notes how high points in a story’s action build to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story’s plot structure. ➤ The reader adequately describes all of the significant events in a story and the sequence in which those events occur. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards K-5</p> <p>L4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L5.5: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p>	<ul style="list-style-type: none"> ➤ Have students not only determine the plot, but discuss the hierarchy of events using terms such as best, most, least likely, etc. ➤ Use problem/solution graphic organizers and graphic organizers that have students identify the high points. Give students a visual with high point defined, and have students explain why an event was a high point in the story. ➤ Have students evaluate the events in the plot to determine if they are helping to build to a climax. ➤ Teach terminology for story elements (high point/climax, solution/resolution). ➤ Have students evaluate past and present events in a text and predict how present events may influence future events.
	<p style="text-align: center;">Reading Standards for Literature K-5</p> <p>LT 3.1: (Refer explicitly to text to ask and answer questions) LT 3.4: (Determine meaning of words and phrases in a text, distinguishing literal from nonliteral language) LT 3.5: (Refer to parts of stories, dramas, and poems when writing or speaking about a text; describe how each successive part builds on earlier sections) LT 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) LT 3.10: (Read and comprehend literature, including stories, dramas, and poetry, independently and proficiently) LT 4.1.: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text LT 4.3.: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) LT 4.4: (Determine meaning of words and phrases in a text) LT 4.9: (Compare and contrast the treatment of similar patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures) LT 4.10: (Read and comprehend literature, including stories, dramas, and poetry) LT 5.1: (Quote accurately from text when making literal and inferential interpretations) LT 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) LT 5.4: (Determine the meaning of words and phrases as they are used in a text, including figurative language) LT 5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. LT 5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. LT 5.10: (Read and comprehend literature, including stories, dramas, and poetry)</p>	
	<p>Wyoming Benchmarks/Sub-Benchmarks to Address</p>	
	<p>*Ensure that instruction in plot includes high point(s), climax (highest point), problem, and solution/resolution (See PAWS Instructional Suggestions).</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Functional Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Relevance and Importance:</p> <p>Students read to determine the relevance and importance of functional information. Students identify and locate information in the text and understand how the information is relevant and important for accomplishing a specified task.</p> <ul style="list-style-type: none"> ➤ The reader demonstrates an accurate understanding of the information ➤ The reader explains how key aspects of the content are relevant to a reader’s informational needs ➤ The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read <p>Functional Texts:</p> <p>These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p>Language Standards 6-12</p> <p>L5.5: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L 6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>	<ul style="list-style-type: none"> ➤ Have students work on the “Who, What, Where, Why, When, and How” of functional text. Who does it address? What is it for? What does it relate to? How would I use this information? ➤ Offer a broad variety of texts and have students apply those texts to themselves. Ask them to find various types of information from the text and discuss how to apply it. Examples: restaurant menu, poster of events, informational signs. ➤ Provide students with a set of directions to complete a task. Bring in a real-life set of directions such as how to program a cell phone. ➤ Have students read school newsletters and practice underlining information that applies to them. ➤ Create and write functional texts. ➤ Create a school collection of functional texts which can be used in various classrooms. Disneyland maps, job applications, class schedules, bus schedules, directions in a game, etc.
	<p>Reading Standards for Informational Text 6-12</p> <p>IT 4.1: Refer to details and examples in a text when making literal and inferential interpretations) IT 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text IT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 4.4: (Determine the meaning of academic and domain-specific words) IT 4.7: (Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text) IT 4.10: (Read and comprehend informational texts, including technical texts) IT 5.1: (Quote accurately from text when making literal and inferential interpretations) IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.7: 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. IT 5.10: (Read and comprehend informational texts, including technical texts) IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. IT 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
	<p>6.IC.1 Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.</p> <p>6.IC.2 Students analyze technical data in charts or graphs.</p> <p>6.IC.3 Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.</p> <p>6.IC.4 Students read nonfiction texts such as biographies, interviews, and informational texts.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Functional Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Select and Apply: Students read to select and apply relevant information for a given task. Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p> <ul style="list-style-type: none"> ➤ The reader selects information from the text and applies it accurately; details applied are the same as the text; and details are correct according to the text. ➤ The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all the essential steps indicated in the text. ➤ The reader selects enough information and details from the text to complete the task adequately and appropriately. <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p>Language Standards 6-12</p> <p>L5.5: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p>Reading Standards for Informational Text 6-12</p> <p>IT 4.1:: Refer to details and examples in a text when making literal and inferential interpretations) IT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 4.4: (Determine the meaning of academic and domain-specific words) IT 4.7: (Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text) IT 4.9: (Integrate information from texts on same topic) IT 4.10: (Read and comprehend informational texts, including technical texts) IT5.1: (Quote accurately from text when making literal and inferential interpretations) IT5.3: (Explain interactions between events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.7: 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. IT 5.10: (Read and comprehend informational texts, including technical texts) IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. IT 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.</p>	<ul style="list-style-type: none"> ➤ Who, what, where, when, and why - focus on the information. Questions could be written by the teacher or student, helping students to focus their understanding of the key points. Teach skimming as a strategy to locate the key information. ➤ Have students identify missing information and supply what they think should be added to the text. ➤ Bring in forms, job applications, pet adoption forms, etc. for students to practice reading, understanding, interpreting, and completing. ➤ Frequently ask students to read from a specific perspective such as: a member of the club or as someone making a report. ➤ Teach pre-reading strategies of using symbols such as asterisks, sidebars, footnotes, bullets, captions, etc. as places that hold information or lead the reader to additional information. See Stephanie Harvey’s Strategies that Work for more informational text strategies.
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>6.IC.1 Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.</p> <p>6.IC.2 Students analyze technical data in charts or graphs.</p> <p>6.IC.3 Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.</p> <p>6.IC.4 Students read nonfiction texts such as biographies, interviews, and informational texts.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Expository Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Major Points and Details: Students read to understand a text’s major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p> <ul style="list-style-type: none"> ➤ The reader identifies the major points and distinguishes the major points from the supporting details. ➤ The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea. ➤ The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p>Language Standards 6-12</p> <p>L5.5: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>	<ul style="list-style-type: none"> ➤ Have students write a statement about the reading selection. Put four statements up on the board and select the best one. ➤ Be sure to give your student frequent opportunities to read from expository text and having done so, be certain they recognize that such texts are <i>expository</i> in nature. What is the author’s intent for the text? It is important to identify the type of text in content area classroom. ➤ Teach students to ask questions, take notes, discuss with others as they are reading the text to extend the thought process and understanding the content of the text. ➤ Use graphic organizers to help kids visually see how the main idea is supported with details. Identify the main idea and supporting details within the text with 2 different colors of highlighter. ➤ Use articles from newspapers and magazines or the internet and explore the major points and details. ➤ When working with expository text, be sure to use higher level vocabulary. Explore the meaning of unfamiliar words. ➤ Watch CNN news with students and talk about the events of the day. This exposes students to new vocabulary. Play it on the SmartBoard (preview and select). Talk about new words and concepts, important points and main topics. Have students summarize in their own words. ➤ Create a think sheet, T-chart, or Cornell notes upon which students put main ideas, then write from that to develop their response.
	<p>Reading Standards for Informational Text 6-12</p> <p>IT 4.1:: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text IT 4.2: (Determine the main idea of a text and explain how it is supported by key details; summarize text) LT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT4.4: (Determine the meaning of academic and domain-specific words) IT 4.8: Explain how an author uses reasons and evidence to support particular points in a text IT 4.10: (Read and comprehend informational texts, including technical texts) IT 5.1: (Quote accurately from text when making literal and inferential interpretations) IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. IT 5.3: (Explain interactions, events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.7: 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. IT 5.8: (Explain how an author uses reasons and evidence to support particular points in a text) IT 5.10: (Read and comprehend informational texts, including technical texts) IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.3: (Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.10: (Read and comprehend literary nonfiction)</p>	
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
	<p>The Grade 6 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Major Points and Details skill.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
PAWS Skill Reporting Category - Informational/Expository Texts			
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions	
<p>Information Relationships: Students read to understand how the information in the text fits into broader topics and issues.</p> <ul style="list-style-type: none"> ➤ The reader uses the main concepts of the text and relates them to commonly understood concepts about the world. ➤ The reader uses the information in the text to make connections to develop a comprehension of commonly understood concepts. ➤ The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts they inform. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	Language Standards 6-12	<ul style="list-style-type: none"> ➤ Provide students with opportunities to write in response to expository text. Students should be able to restate the question within the response and use information from what they know and details from the text to support their answer. ➤ Have students read a variety of expository text and record text-to-self, text-to-text, and text-to-world connections using graphic organizers. Encourage students to record examples from the text when making connections to broader topics and issues. 	
	<p>L5.5: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases)</p> <p>L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases)</p> <p>L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L 6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>		Reading Standards for Informational Text 6-12
	<p>IT 4.1:: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>IT 4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>IT 4.3: (Explain events, procedures, ideas, or concepts in informational texts based on specific information in the text)</p> <p>IT 4.4: (Determine the meaning of academic and domain-specific words)</p> <p>IT 4.9: (Integrate information from two texts on same topic)</p> <p>IT 4.10: (Read and comprehend informational texts, including technical texts)</p> <p>IT 5.1: (Quote accurately from text when making literal and inferential interpretations)</p> <p>IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>IT 5.3: (Explain interactions, events, procedures, ideas, or concepts in informational texts based on specific information in the text)</p> <p>IT 5.4: (Determine the meaning of academic and domain-specific words)</p> <p>IT 5.9: (Integrate information from several texts on same topic)</p> <p>IT 5.10: (Read and comprehend informational texts, including technical texts)</p> <p>IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details)</p> <p>IT 6.3: (Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text)</p> <p>IT 6.4: (Determine the meaning of words and phrases as they are used in a text)</p> <p>IT 6.7: (Integrate information presented in different media or formats)</p> <p>IT 6.10: (Read and comprehend literary nonfiction)</p>		Wyoming Benchmarks and Sub-Benchmarks to Address
	<p><i>*Ensure that students can make text-to-self, text-to-text, and text-to-world connections, as all three are important to the PAWS Information Relationship skill (See PAWS Instructional Suggestions).</i></p>		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category – Literary/Narrative Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Story Elements: Students read to recognize and understand an author’s development of conflict, simile, and literal interpretation as basic story elements.</p> <p style="text-align: center;"><u>Conflict</u></p> <ul style="list-style-type: none"> ➤ The reader understands conflict in fiction using details from that story to accurately report how it is used. ➤ The reader understands how conflict is important to a story’s plot and theme. ➤ The reader uses an adequate amount of details from the story to describe and discuss conflict. <p style="text-align: center;"><u>Simile</u></p> <ul style="list-style-type: none"> ➤ The reader identifies simile in a story by using details the author has used to establish it. ➤ The reader describes the importance of simile to the story’s plot and theme. ➤ The reader recognizes a number of techniques and details the author has used to establish simile in a story. <p style="text-align: center;"><u>Literal Interpretation</u></p> <ul style="list-style-type: none"> ➤ The reader identifies how a word’s literal meaning is used in a story. ➤ The reader discusses the literal meanings of a word in terms of its relevance to the story’s plot and theme. ➤ The reader reports with adequate details how a literal interpretation of a word is used in the story. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L5.5: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L 6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Literature 6-12</p> <p>LT 4.1:: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. LT 4.4: (Determine the meaning of words and phrases as they are used in a text) LT 4.9: (Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures) LT 4.10: (Read and comprehend literature, including stories, dramas, and poetry) LT 5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text LT 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. LT 5.3: (Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text) LT 5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. LT 5.9: (Compare and contrast stories in the same genre on their approaches to similar themes and topics) LT 5.10: (Read and comprehend literature) LT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LT 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. LT 6.10: (Read and comprehend literature)</p> <p style="text-align: center; background-color: yellow;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>6.IB.1 Students identify connections between dialogue, events, and conflict.</p> <p><i>*Ensure that students understand how conflict, simile, and the literal interpretation of words contribute to a story’s plot and theme (see PAWS Instructional Suggestions).</i></p>	<ul style="list-style-type: none"> ➤ Have students write and read similes, and identify similes within the text they are reading. ➤ Have students identify and analyze the beginning, middle, and ending of a variety of short stories. ➤ Explore conflict and conflict resolution with students. Analyze various internal and external conflicts among stories; students should understand that conflicts are presented in many different forms— occurring between the characters as well as within the characters. ➤ Use story maps to teach elements. Have students diagram the story elements and use supportive details from the story to support their choices. ➤ Have students record vocabulary from the text which describes the characters. Using the list of vocabulary, have students discuss how the author uses character traits to develop the characters.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category – Literary/Narrative Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Plot</p> <p>Students read to learn how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p> <ul style="list-style-type: none"> ➤ The reader correctly identifies high points in a story’s plot in relation to its highest point, the climax. ➤ The reader notes how high points in a story’s action build to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story’s plot structure. ➤ The reader adequately describes all of the significant events in a story and the sequence in which those events occur. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L5.5: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Literature 6-12</p> <p>LT 4.1:: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text LT 4.3: (Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text) LT 4.4: (Determine meaning of words and phrases in a text) LT 4.9: (Compare and contrast the treatment of similar patterns of events in stories, myths, and traditional literature from different cultures) LT 4.10: (Read and comprehend literature, including stories, dramas, and poetry) LT 5.1: (Quote accurately from text when making literal and inferential interpretations) LT 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) LT 5.4: (Determine the meaning of words and phrases as they are used in a text, including figurative language) LT 5.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. LT 5.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. LT 5.10: (Read and comprehend literature, including stories, dramas, and poetry) LT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. LT 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LT 6.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. LT 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. LT 6.10: (Read and comprehend literature)</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>*Ensure that instruction in plot includes high point(s), climax (highest point), problem, and solution/resolution (See PAWS Instructional Suggestions).</p>	<ul style="list-style-type: none"> ➤ Teach how to use graphic organizers to pull details from the story. Once familiar, let students develop their own organizers. ➤ Use a variety of terms to describe the same plot elements (e.g. climax/high point, problem/conflict, solution/resolution). Do as a visual with the class. ➤ Use popular film or familiar stories such as The Three Little Pigs, Cinderella, etc. to outline plot and to illustrate plot elements. ➤ Have students identify the problem in a story and map the steps leading to the problem and the solution. Have students draw and explain pictures that describe each step. ➤ Take a one page story and have students cut it apart and identify the elements of the plot and details that support the plot. ➤ “Details Jeopardy” – tell students what the plot is and have them identify details that support the plot in a game format. ➤ Have students use a highlighter or sticky notes to identify key plot elements.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category – Literary/Narrative Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Theme: Students read to understand the theme of a story and how the author develops it.</p> <ul style="list-style-type: none"> ➤ The reader articulates a reasonable story theme. ➤ The reader explains how various elements of the story contribute to the development of its theme. ➤ The reader provides enough information to support his or her interpretation of the story’s theme. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p>Language Standards 6-12</p> <p>L5.5: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L5.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>	<ul style="list-style-type: none"> ➤ Use of graphic organizers to identify the various elements that lead to the theme of the story. The organizers can be useful to support organization of constructed response items. The organizer could help with the sufficiency of the response. ➤ Directly teach, using a think aloud, to identify the big idea of the story. Use short stories, an anthology, poetry or other forms of narrative text to give students many opportunities to identify the theme in a variety of text. ➤ Write a written a response for various themes in books. A sample prompt may be “How was the theme of _____ developed in the story?” ➤ Have students write a persuasive response which articulates a reasonable story theme, with evidence and details to support the interpretation. ➤ Be sure students understand the difference between topic and theme. ➤ Booksource organizes books by themes and grade levels. ➤ Teach vocabulary of recurrent themes found in literature: courage, loyalty, etc. Use a universal themes poster to identify common themes in reading materials. ➤ Strategies that Work has a list of books that support themes.
	<p>Reading Standards for Literature 6-12</p> <p>LT 4.1:: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text LT 4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. LT 4.3: (Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text) LT 4.4: (Determine meaning of words and phrases in a text) LT 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. LT 4.10: (Read and comprehend literature, including stories, dramas, and poetry) LT 5.1: (Quote accurately from text when making literal and inferential interpretations) LT 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. LT 5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact) LT 5.4: (Determine the meaning of words and phrases as they are used in a text, including figurative language) LT 5.9: (Compare and contrast stories in the same genre on their approaches to similar themes and topics) LT 5.10: (Read and comprehend literature, including stories, dramas, and poetry) LT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 6.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. LT 6.3: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. LT 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LT 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. LT 6.10: (Read and comprehend literature)</p>	
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
	<p>*Ensure that instruction includes how various story elements and events contribute to the development of theme in a story (See PAWS Instructional Suggestions).</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Functional Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Relevance and Importance: Students read to determine the relevance and importance of functional information. Students identify and locate information in the text and understand how the information is relevant and important for accomplishing a specified task.</p> <ul style="list-style-type: none"> ➤ The reader demonstrates an accurate understanding of the information ➤ The reader explains how key aspects of the content are relevant to a reader’s informational needs ➤ The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L7.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Informational Text 6-12</p> <p>IT 5.1:(Quote accurately from text when making literal and inferential interpretations) IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.7: 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. IT 5.10: (Read and comprehend informational texts, including technical texts) IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. IT 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. IT 7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>7.IC Students read and demonstrate understanding of informational texts (See description of PAWS Functional Texts). 7.IC.2 Students interpret technical data in a variety of formats. 7.IC.4 Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews (See description of PAWS Functional Texts).</p> <p><i>*Ensure that students know and are able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information in a text efficiently (See PAWS Instructional Suggestions).</i></p>	<ul style="list-style-type: none"> ➤ Collect and reproduce samples of a variety of functional text to create a classroom/grade level library. This will enable teachers to more readily expose students to functional text. ➤ Through teacher modeling and independent student work, practice identifying text structures as they apply to different kinds of functional texts. Bolded, italicized, underlined words and/or bulleted statements along with other identifying features help students navigate and understand functional texts and corresponding questions and/or activities thereof. ➤ Develop fact-based questions relevant to sample text (i.e. flyers, bus schedule, menu, quick-start instructions, course guides). ➤ Obtain brochures from a local attraction to serve as a model for students. Students create their own travel guide/brochure to include information they’ve gathered from a travel log, guest speaker, etc. Brochures could include map(s), directions, a travel log, and/or other relevant information. ➤ Do a Think-Pair-Share. Students ask each other questions about the relevance of information found in a functional piece. ➤ Have students create a piece of functional text about something they’re interested in. Set criteria for content and format. This will also present an authentic way to incorporate technology.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Functional Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Select and Apply: Students read to select and apply relevant information for a given task. Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p> <ul style="list-style-type: none"> ➤ The reader selects information from the text and applies it accurately; details applied are the same as the text; and details are correct according to the text. ➤ The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all the essential steps indicated in the text. ➤ The reader selects enough information and details from the text to complete the task adequately and appropriately. <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	Language Standards 6-12	<ul style="list-style-type: none"> ➤ Collaborate with content area teachers to incorporate functional reading skills into their classes. ➤ Through teacher modeling and independent student work, practice identifying text structures as they apply to different kinds of functional texts. Bolded, italicized, underlined words and/or bulleted statements along with other identifying features help students navigate and understand functional texts and corresponding questions and/or activities thereof. ➤ Ask students to compare and contrast the different types of functional texts. Look at the information available in different types of functional text and determine which meets a particular need. (For example: You are planning an event. Which type of functional text would you use to promote your event? What information would need to be included?) ➤ Be aware of rereading clues in and around the text to activate prior knowledge. (I.e. look at the direction box, title, subtitle, any graphics, etc.) ➤ Have students read different types of functional texts, and write and answer questions about the text with a peer. Students should also have an opportunity to answer teacher generated questions. ➤ Students read a type of functional text and dictate their summary of each section to a peer while reading/skimming. ➤ The partner records their response on paper. Have a discussion about strategies for skimming to identify areas of text they need for a given task or scenario. This will build the students' metacognition. ➤ Have students practice applying information from functional texts to their own lives by creating plans for a tour, itinerary, invitation, persuasive letter, project, or grocery/packing list. (I.e. students create a recycling program at their school based on the information provided by the local recycling center.) ➤ Have students read and complete instructions (e.g. origami, setting a ring tone, follow a map). ➤ Take a policy (i.e. district wellness policy) and ask students to determine if a certain activity (i.e. serving chocolate cake) would be allowed; students justify their answers.
	<p>L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>	
	Reading Standards for Informational Text 6-12	
	<p>IT 5.1:(Quote accurately from text when making literal and inferential interpretations) IT 5.3: (Explain interactions between events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.7: 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. IT 5.10: (Read and comprehend informational texts, including technical texts) IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. IT 6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. IT 7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	
Wyoming Benchmarks and Sub-Benchmarks to Address	<p>7.IC Students read and demonstrate understanding of informational texts (See description of PAWS Functional Texts). 7.IC.2 Students interpret technical data in a variety of formats. 7.IC.4 Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews (See description of PAWS Functional Texts).</p> <p><i>*Ensure that students know and are able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information in a text efficiently (See PAWS Instructional Suggestions).</i></p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Expository Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Major Points and Details: Students read to understand a text’s major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p> <ul style="list-style-type: none"> ➤ The reader identifies the major points and distinguishes the major points from the supporting details. ➤ The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea. ➤ The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p>Language Standards 6-12</p> <p>L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p>Reading Standards for Informational Text 6-12</p> <p>IT 5.1:(Quote accurately from text when making literal and inferential interpretations) IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. IT 5.3: (Explain interactions, events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.7: 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. IT 5.8: (Explain how an author uses reasons and evidence to support particular points in a text) IT 5.10: (Read and comprehend informational texts, including technical texts) IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.3: (Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.10: (Read and comprehend literary nonfiction) IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.3: (Analyze the interaction between individuals, events and ideas in a text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject IT 7.10: (Read and comprehend literary nonfiction)</p>	<ul style="list-style-type: none"> ➤ Have students read a newspaper or magazine article and highlight with two different markers the main idea and supporting details. This will teach them to distinguish between the two. ➤ Integrate the above method into science and social studies classrooms. ➤ Have students read paragraphs and passages in which the main idea is not explicitly stated, but is implied. Have discussions with students about what those main ideas are. ➤ Provide a variety of expository text types for students. ➤ Create graphic organizers for students with main idea at the top with supporting details beneath in quotations. ➤ Provide expository passages and have students underline main idea and circle supporting details. ➤ Cut paragraph into sentences and place strips into envelopes. Have students organize into main idea and support details (pattern puzzle).
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>*Ensure students are able to distinguish between main ideas and supporting details, and understand the relevance of the supporting details as they relate to the main ideas of the text.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Expository Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Organization: Students read to understand the text’s organization and how that organization serves the writer’s purpose.</p> <ul style="list-style-type: none"> ➤ The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization. ➤ The reader explains how the organization of the text supports the writer’s major concepts and purposes. ➤ The reader cites an adequate number of details to support an understanding and reaction to the organization. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Informational Texts 6-12</p> <p>IT 5.1:(Quote accurately from text when making literal and inferential interpretations) IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. IT 5.3: (Explain interactions, events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.5: (Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts) IT 5.8: (Explain how an author uses reasons and evidence to support particular points in a text) IT 5.10: (Read and comprehend informational texts, including technical texts) IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.3: (Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.5: Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of ideas. IT 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text IT 6.8: Trace and evaluate the argument and specific claims that are supported by reasons and evidence from claims that are not. IT 6.10: (Read and comprehend literary nonfiction) IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.3: (Analyze the interaction between individuals, events and ideas in a text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of ideas. IT 7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. IT 7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. IT 7.10: (Read and comprehend literary nonfiction)</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>The Grade 7 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Organization skill.</p>	<ul style="list-style-type: none"> ➤ Collaborate with content area teachers to incorporate expository reading skills into their classes. ➤ Teach students to recognize and incorporate various organizational structures into their writing using text examples as models. Include key transitional words appropriate to the organizational style. ➤ Have students act-out or experience a chronological organizational structure. Students write about the experience in chronological order and compare their writing to classmates’ and other chronological examples. ➤ Be aware of rereading clues in and around the text to activate prior knowledge. (I.e. look at the direction box, title, subtitle, any graphics, etc.) ➤ Have students write about one topic, but organize their writing in various ways. Break students into groups based on organizational structure. Students share their writing within and between groups to model how to approach writing to one topic in multiple ways. ➤ Explicitly teach various types of organizational patterns and an author’s purpose for using these patterns. ➤ Provide expository passages and have students explore and discuss why author chose the type of organization used in the passage.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
PAWS Skill Reporting Category - Informational/Expository Texts			
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions	
<p>Information Relationships: Students read to understand how the information in the text fits into broader topics and issues.</p> <ul style="list-style-type: none"> ➤ The reader uses the main concepts of the text and relates them to commonly understood concepts about the world. ➤ The reader uses the information in the text to make connections to develop a comprehension of commonly understood concepts. ➤ The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts they inform. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>	<ul style="list-style-type: none"> ➤ Study novels for cultural activities that were taking place at the time the author wrote the novel. How do those interact as themes within the novel? Can students draw connections between those themes and the events of the time period? ➤ Have students read a novel and make connections between events in the story and their own lives and current events. ➤ Have students practice making inferences and supporting those inferences with clues from the text. 	
	<p style="text-align: center;">Reading Standards for Informational Text 6-12</p> <p>IT 5.1:(Quote accurately from text when making literal and inferential interpretations) IT 5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. IT 5.3: (Explain interactions, events, procedures, ideas, or concepts in informational texts based on specific information in the text) IT 5.4: (Determine the meaning of academic and domain-specific words) IT 5.9: (Integrate information from several texts on the same topic) IT 5.10: (Read and comprehend informational texts, including technical texts) IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.3: (Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.7: (Integrate information presented in different media formats) IT 6.10: (Read and comprehend literary nonfiction) IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.3: (Analyze the interaction between individuals, events and ideas in a text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject IT 7.9: (Analyze how two or more authors writing about the same topic shape their presentations of key information) IT 7.10: (Read and comprehend literary nonfiction)</p>		
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>		
	<p><i>*Ensure that students can make text-to-self, text-to-text, and text-to-world connections, as all three are important to the PAWS Information Relationship skill (See PAWS Instructional Suggestions).</i></p>		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category – Literary/Narrative Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Story Elements: Students read to recognize and understand an author’s development of point-of-view, metaphor, and inferential interpretation as basic story elements.</p> <p style="text-align: center;"><u>Point of View</u></p> <ul style="list-style-type: none"> ➤ The reader understands point-of-view in fiction using details from that story to accurately report how point-of-view is used. ➤ The reader understands how point-of-view is important to a story’s plot and theme. ➤ The reader uses an adequate amount of details from the story to describe and discuss point-of-view. <p style="text-align: center;"><u>Metaphor</u></p> <ul style="list-style-type: none"> ➤ The reader identifies metaphor in a story by using details the author has used to establish it. ➤ The reader describes the importance of metaphor to the story’s plot and theme. ➤ The reader recognizes a number of techniques and details the author has used to establish metaphor in a story. <p style="text-align: center;"><u>Inferential Interpretation</u></p> <ul style="list-style-type: none"> ➤ The reader identifies how a word’s inferential or implied meaning is used in a story. ➤ The reader discusses the inferred or implied meaning of a word in terms of its relevance to the story’s plot and theme. ➤ The reader reports with adequate details how the inferred/implied interpretation of a word is used in the story. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Literature 6-12</p> <p>LT 5.1:Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text LT 5.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in poem reflects upon a topic; summarize the text. LT 5.3: (Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text) LT 5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. LT 5.9: (Compare and contrast stories in the same genre on their approaches to similar themes and topics) LT 5.10: (Read and comprehend literature) LT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text LT 6.2: (Determine a theme or central idea of the text and how it is conveyed through particular details) LT 6.3: (Describe how a particular story’s or drama’s plot unfolds) LT 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LT 6.6: Explain how an author develops the point of view of the narrator or speaker in a text LT 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. LT 6.10: (Read and comprehend literature) LT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 7.2: (Determine a theme or central idea and analyze its development over the course of the text) LT 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). LT 7.4: (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings) LT 7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. LT 7.10: (Read and comprehend literature)</p> <p style="text-align: center; background-color: yellow;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>The Grade 7 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Story Elements skill.</p>	<ul style="list-style-type: none"> ➤ Have students read versions of the same fairy tale told from different perspectives. Discuss the perspectives before having students perform/act-out the story or write a version of their own. (e.g. “Hoodwinked” – Little Red Riding Hood video & The Real Story of the Three Little Pigs, by Jon Scieszka) ➤ Read and discuss The Paper Bag Princess, by Robert Munsch, told from the perspective of the princess. ➤ Have students write and illustrate their own metaphors, and illustrate and evaluate metaphors in poetry and musical lyrics. ➤ Have students write stories from the perspective of an animal or object. Encourage students to create metaphors within those stories. ➤ Teach the vocabulary and context/use of literary elements such as plot, simile, metaphor, tone, personification, flashback, foreshadowing, characterization, point of view, conflict, etc.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category – Literary/Narrative Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Plot: Students read to learn how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p> <ul style="list-style-type: none"> ➤ The reader correctly identifies high points in a story’s plot in relation to its highest point, the climax. ➤ The reader notes how high points in a story’s action build to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story’s plot structure. ➤ The reader adequately describes all of the significant events in a story and the sequence in which those events occur. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Literature 6-12</p> <p>LT 5.1:Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text LT 5.3: (Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text) LT 5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. LT 5.5: Explain how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem. LT 5.9: (Compare and contrast stories in the same genre on their approaches to similar themes and topics) LT 5.10: (Read and comprehend literature) LT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text LT 6.3: (Describe how a particular story’s or drama’s plot unfolds) LT 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LT 6.5: Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. LT 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. LT 6.10: (Read and comprehend literature) LT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 7.2: (Determine a theme or central idea and analyze its development over the course of the text) LT 7.3: Analyze how particular elements of a story or drama interact LT 7.4: (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings) LT 7.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning. LT 7.10: (Read and comprehend literature)</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>*Ensure that instruction in plot includes high point(s), climax (highest point), problem, and solution/resolution (See PAWS Instructional Suggestions).</p>	<ul style="list-style-type: none"> ➤ Use a variety of genres to practice finding conflict, climax and resolution. ➤ Have students use story plot graphic organizers to analyze text or as a prewriting strategy for writing. The graphic organizer should lead the student from the beginning through the plot, building to the climax or high point of the story, and finishing at the ending or conclusion. ➤ Present students with a controversial subject and ask them to pose a solution with a short response. ➤ Read Hey Little Ant, by Phillip Hoose and discuss the problem of the story with students. Have students write about how they would react or solve the problem if facing the same situation. ➤ Use a variety of terms to describe the same plot elements (e.g. climax/high point, problem/conflict, solution/resolution). Do as a visual with the class.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
PAWS Skill Reporting Category – Literary/Narrative Texts			
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions	
<p>Theme: Students read to understand the theme of a story and how the author develops it.</p> <ul style="list-style-type: none"> ➤ The reader articulates a reasonable story theme. ➤ The reader explains how various elements of the story contribute to the development of its theme. ➤ The reader provides enough information to support his or her interpretation of the story’s theme. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	Language Standards 6-12	<ul style="list-style-type: none"> ➤ Working with a variety of text, focus on having students make and record connections such as text to text, text to self, and text to world to develop schema. (Example: using music lyrics from different eras, discuss how the theme of the music reflects the times.) ➤ Have students agree or disagree with theme statements and justify. ➤ Identify theme in a variety of texts: <ul style="list-style-type: none"> o Ask students to list their favorite songs and use the lyrics of those songs to introduce theme in poetry. o Have students write a response supporting the theme with examples from the text. ➤ Develop a vocabulary of theme words with students (examples: perseverance, tolerance, fear, honor, friendship, etc.). Teach students to go beyond a “one word” explanation for theme into a more in-depth explanation of the author’s lesson for the reader. ➤ Help students to visualize themes. (Example: Use gallery walks with pictures, books, and other imagery to discover themes. ➤ Teach students to recognize how characters’ beliefs, personalities, motivations, actions, relationships and other literary elements relate to and develop theme. ➤ Using a herring bone diagram to explore theme with the theme written on the backbone and evidence from the text written on the rib bones. 	
	<p>L6.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L6.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L6.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>		Reading Standards for Literature 6-12
	<p>LT 5.1:Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text LT 5.3: (Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text) LT 5.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. LT 5.9: (Compare and contrast stories in the same genre on their approaches to similar themes and topics) LT 5.10: (Read and comprehend literature)</p>		<p>LT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text LT 6.3: (Describe how a particular story’s or drama’s plot unfolds) LT 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LT 6.5: Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. LT 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. LT 6.10: (Read and comprehend literature)</p>
	<p>LT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 7.2: (Determine a theme or central idea and analyze its development over the course of the text) LT 7.3: Analyze how particular elements of a story or drama interact LT 7.4: (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings) LT 7.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning. LT 7.10: (Read and comprehend literature)</p>		Wyoming Benchmarks and Sub-Benchmarks to Address
	<p>The Grade 7 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Theme skill.</p>		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Functional Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Relevance and Importance:</p> <p>Students read to determine the relevance and importance of functional information. Students identify and locate information in the text and understand how the information is relevant and important for accomplishing a specified task.</p> <ul style="list-style-type: none"> ➤ The reader demonstrates an accurate understanding of the information ➤ The reader explains how key aspects of the content are relevant to a reader’s informational needs ➤ The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read <p>Functional Texts:</p> <p>These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L8.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L8.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L8.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Informational Text 6-12</p> <p>IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. IT 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. IT 7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. IT 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. IT 8.2: (Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas) IT 8.4: (Determine the meaning of words and phrases as they are used in a text) IT 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>8.IC Students read and demonstrate understanding of informational texts (See description of PAWS Functional Texts). 8.IC.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites (See description of PAWS Functional Texts).</p> <p><i>*Ensure that students know and are able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information in a text efficiently (See PAWS Instructional Suggestions).</i></p>	<ul style="list-style-type: none"> ➤ Have students create a platform statement (as to how they’ll create a difference in the world) based on research using the 5 W’s. Have students create a piece of functional text such as a brochure. Create criterion for content and format to set a purpose/intent for each section of the piece. ➤ Through teacher modeling and independent student work, practice identifying text structures as they apply to different kinds of functional texts. Bolded, italicized, underlined words and/or bulleted statements along with other identifying features help students navigate and understand functional texts and corresponding questions and/or activities thereof. ➤ Collect and reproduce samples of a variety of functional text to create a classroom/grade level library. This will enable teachers to more readily expose students to functional text. ➤ Obtain brochures from a local attraction to serve as a model for students. Students create their own travel guide/brochure to include information they’ve gathered from a travel log, guest speaker, etc. Brochures could include map(s), directions, a travel log, and/or other relevant information. ➤ Do a Think-Pair-Share. Students ask each other questions about the relevance of information found in a functional piece. ➤ Have students complete a “web quest” in which they practice finding specific information on a website. ➤ Teachers develop questions based on “most likely” or “best” answers (similar to test questions). ➤ Ask students to compare and contrast the different types of functional text. Look at the information available in different types of functional text and determine which meets a particular need. (For example: You are planning an event. Which type of functional text would you use to promote your event? What information would need to be included?)

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Functional Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Select and Apply: Students read to select and apply relevant information for a given task. Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p> <ul style="list-style-type: none"> ➤ The reader selects information from the text and applies it accurately; details applied are the same as the text; and details are correct according to the text. ➤ The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all the essential steps indicated in the text. ➤ The reader selects enough information and details from the text to complete the task adequately and appropriately. <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L8.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L8.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L8.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Informational Text 6-12</p> <p>IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. IT 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. IT 7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. IT 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. IT 8.2: (Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas) IT 8.3: (Analyze how a text makes connections among and distinctions between individuals, ideas or events) IT 8.4: (Determine the meaning of words and phrases as they are used in a text) IT 8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. IT 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p style="text-align: center; background-color: yellow;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>8.IC Students read and demonstrate understanding of informational texts (See description of PAWS Functional Texts). 8.IC.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites (See description of PAWS Functional Texts).</p> <p><i>*Ensure that students know and are able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information in a text efficiently (See PAWS Instructional Suggestions).</i></p>	<ul style="list-style-type: none"> ➤ Collaborate with content area teachers to incorporate functional reading skills into their classes. ➤ Through teacher modeling and independent student work, practice identifying text structures as they apply to different kinds of functional texts. Bolded, italicized, underlined words and/or bulleted statements along with other identifying features help students navigate and understand functional texts and corresponding questions and/or activities thereof. ➤ Be aware of prereading clues in and around the text to activate prior knowledge. (I.e. look at the direction box, title, subtitle, any graphics, etc.) ➤ Have students read different types of functional texts, and write and answer questions about the text with a peer. Students should also have an opportunity to answer teacher generated questions. ➤ Students read a type of functional text and dictate their summary of each section to a peer while reading/skimming. The partner records their response on paper. Have a discussion about strategies for skimming to identify areas of text they need for a given task or scenario. This will build the students’ metacognition. ➤ Have students practice applying information from functional texts to their own lives by creating plans for a tour, itinerary, invitation, persuasive letter, project, or grocery/packing list. (I.e. students create a recycling program at their school based on the information provided by the local recycling center.)

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Expository Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Major Points and Details: Students read to understand a text’s major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p> <ul style="list-style-type: none"> ➤ The reader identifies the major points and distinguishes the major points from the supporting details. ➤ The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea. ➤ The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L8.4:Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L8.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L8.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Informational Text 6-12</p> <p>IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.3: (Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.10: (Read and comprehend literary nonfiction) IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.3: (Analyze the interaction between individuals, events and ideas in a text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject IT 7.10: (Read and comprehend literary nonfiction) IT 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. IT 8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. IT 8.3: (Analyze how a text makes connections among and distinctions between individuals, ideas or events) IT 8.4: (Determine the meaning of words and phrases as they are used in a text) IT 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. IT 8.8: (Delineate and evaluate the argument and specific claims in a text) IT 8.10: (Read and comprehend literary nonfiction)</p>	<ul style="list-style-type: none"> ➤ Have students use sticky notes to identify main idea and supporting details. This skill should be practiced across the content areas. ➤ Take a current event or science article from the internet and have students pull out the main idea and supporting details. To emphasize the relevancy of details and build metacognition, ask students to identify why the details are important to the piece. What would be missing if certain details were not included in the piece? Have students rate details in order of importance. ➤ Have students read a newspaper or magazine article and highlight with two different markers the main idea and supporting details. This will teach them to distinguish between the two. ➤ Integrate the above method into science and social studies classrooms. ➤ Have students read paragraphs and passages in which the main idea is not explicitly stated, but is implied. Have discussions with students about what those main ideas are. ➤ Provide a variety of expository text types for students. ➤ Create graphic organizers for students with main idea at the top with supporting details beneath in quotations.
	<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
	<p>*Ensure students are able to distinguish between main ideas and supporting details, and understand the relevance of the supporting details as they relate to the main ideas of the text.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Expository Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Organization: Students read to understand the text’s organization and how that organization serves the writer’s purpose.</p> <ul style="list-style-type: none"> ➤ The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization. ➤ The reader explains how the organization of the text supports the writer’s major concepts and purposes. ➤ The reader cites an adequate number of details to support an understanding and reaction to the organization. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L8.4:Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L8.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L8.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Informational Texts 6-12</p> <p>IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.3: (Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.5: Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of ideas. IT 6.6: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text IT 6.8: Trace and evaluate the argument and specific claims that are supported by reasons and evidence from claims that are not. IT 6.10: (Read and comprehend literary nonfiction) IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.3: (Analyze the interaction between individuals, events and ideas in a text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and the development of ideas. IT 7.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. IT 7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. IT 7.10: (Read and comprehend literary nonfiction) IT 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. IT 8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. IT 8.3: (Analyze how a text makes connections among and distinctions between individuals, ideas or events) IT 8.4: (Determine the meaning of words and phrases as they are used in a text) IT 8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. IT 8.6: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. IT 8.8: (Delineate and evaluate the argument and specific claims in a text) IT 8.10: (Read and comprehend literary nonfiction)</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>8.IA.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze texts.</p>	<ul style="list-style-type: none"> ➤ Take a one page piece of text, cut it apart, and have students put it together. Students must recognize transitions and topic sentences within text, as well as various organizational structures. ➤ After teaching organizational structures, have students sort and label books based on their structures. ➤ Have students read several paragraphs and make notes in the margins to identify the main idea. Students can also summarize the main idea or author’s purpose verbally with a peer. ➤ Collaborate with content area teachers to incorporate expository reading skills into their classes. ➤ Teach students to recognize and incorporate various organizational structures into their writing using text examples as models. Include key transitional words appropriate to the organizational style. ➤ Have students act-out or experience a chronological organizational structure. Students write about the experience in chronological order and compare their writing to classmates’ and other chronological examples. ➤ Be aware of prereading clues in and around the text to activate prior knowledge. (I.e. look at the direction box, title, subtitle, any graphics, etc.) ➤ Have students write about one topic, but organize their writing in various ways. Break students into groups based on organizational structure. Students share their writing within and between groups to model how to approach writing to one topic in multiple ways. ➤ Examine how information is organized on a website or in a district handbook and discuss why it is laid out that way. ➤ Examine and discuss the author’s purpose (i.e. purpose of each paragraph/stanza as it contributes to the organization of the piece); use a variety of texts and other mediums.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Expository Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Information Relationships: Students read to understand how the information in the text fits into broader topics and issues.</p> <ul style="list-style-type: none"> ➤ The reader uses the main concepts of the text and relates them to commonly understood concepts about the world. ➤ The reader uses the information in the text to make connections to develop a comprehension of commonly understood concepts. ➤ The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts they inform. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L8.4:Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L8.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L8.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>	<ul style="list-style-type: none"> ➤ Have students study games, sports, toys, music, etc. to recognize how relationships change over time. ➤ In math, have students take a process or equation and apply it to another task. For example, if students were asked to build a fence around their house or landscape their yard, they would need to be able to use perimeter and area measurements. ➤ Study novels for cultural activities that were taking place at the time the author wrote the novel. How do those interact as themes within the novel? Can students draw connections between those themes and the events of the time period? ➤ Have students read an article and make connections between text events and their own lives and current events. ➤ Have students practice making inferences and supporting those inferences with clues from the text. ➤ Have students practice making connections (text-to-text, text-to-self, text-to-world) using expository texts. ➤ Have students read legislation, school handbooks, etc.
	<p style="text-align: center;">Reading Standards for Informational Text 6-12</p>	
	<p>IT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 6.2: (Determine a central idea of a text and how it is conveyed through particular details) IT 6.3: (Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text) IT 6.4: (Determine the meaning of words and phrases as they are used in a text) IT 6.7: (Integrate information presented in different media formats) IT 6.10: (Read and comprehend literary nonfiction) IT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 7.2: (Determine two or more central ideas in a text and analyze their development over the course of the text) IT 7.3: (Analyze the interaction between individuals, events and ideas in a text) IT 7.4: (Determine the meaning of words and phrases as they are used in a text) IT 7.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject IT 7.9: (Analyze how two or more authors writing about the same topic shape their presentations of key information) IT 7.10: (Read and comprehend literary nonfiction) IT 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. IT 8.2: (Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas) IT 8.3: (Analyze how a text makes connections among and distinctions between individuals, ideas or events) IT 8.4: (Determine the meaning of words and phrases as they are used in a text) IT 8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where texts disagree on matters of fact or interpretation. IT 8.10: (Read and comprehend literary nonfiction)</p>	
	<p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
	<p>*Ensure that students can make text-to-self, text-to-text, and text-to-world connections, as all three are important to the PAWS Information Relationship skill (See PAWS Instructional Suggestions).</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category – Literary/Narrative Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Story Elements: Students read to recognize and understand an author’s development of flashback and foreshadowing, personification, and tone as basic story elements.</p> <p style="text-align: center;"><u>Flashback and Foreshadowing</u></p> <ul style="list-style-type: none"> ➤ The reader understands flashback and foreshadowing in fiction using details from that story to accurately report how these are used. ➤ The reader understands how flashback and foreshadowing are important to a story’s plot and theme. ➤ The reader uses an adequate amount of details from the story to describe and discuss flashback and foreshadowing. <p style="text-align: center;"><u>Personification</u></p> <ul style="list-style-type: none"> ➤ The reader identifies personification in a story by using details the author has used to establish personification. ➤ The reader describes the importance of personification to the story’s plot and theme. ➤ The reader recognizes a number of techniques and details the author has used to establish personification in a story. <p style="text-align: center;"><u>Tone</u></p> <ul style="list-style-type: none"> ➤ The reader recalls important details and descriptive techniques that establish tone in a story. ➤ The reader discusses tone in terms of its relevance to the story’s plot and theme. ➤ The reader reports with adequate details how tone is used in the story. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L8.4:Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L8.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L8.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Literature 6-12</p> <p>LT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text LT 6.2: (Determine a theme or central idea of the text and how it is conveyed through particular details) LT 6.3: (Describe how a particular story’s or drama’s plot unfolds) LT 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LT 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. LT 6.10: (Read and comprehend literature) LT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 7.2: (Determine a theme or central idea and analyze its development over the course of the text) LT 7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). LT 7.4: (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings) LT 7.10: (Read and comprehend literature) LT 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. LT 8.2: (Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot) LT 8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. LT 8.4: (Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone) LT 8.10: (Read and comprehend literature)</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>8.IB.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>	<ul style="list-style-type: none"> ➤ Have students make posters of each element of literature. Students include an illustration, example, and definition of each element. Have a gallery walk with students and discuss how each element is represented on the posters. ➤ Word Walk- bring in words typical of various elements. Mix up the words and scatter them on the floor. Assign students an element and have them find a word on the floor that they associate with the element. Then have students explain their thinking. ➤ Great read alouds with foreshadowing and flashback: <ul style="list-style-type: none"> o The Pigman by Paul Zindel o The Pigman’s Legacy by Paul Zindel o Holes by Louis Sachar ➤ Use poetry to identify and discuss flashback and foreshadowing, personification, and tone. Have students create their own poetry and short stories using these elements.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category – Literary/Narrative Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Plot: Students read to learn how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p> <ul style="list-style-type: none"> ➤ The reader correctly identifies high points in a story’s plot in relation to its highest point, the climax. ➤ The reader notes how high points in a story’s action build to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story’s plot structure. ➤ The reader adequately describes all of the significant events in a story and the sequence in which those events occur. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L8.4:Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L8.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L8.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p> <p style="text-align: center;">Reading Standards for Literature 6-12</p> <p>LT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text LT 6.3: (Describe how a particular story’s or drama’s plot unfolds) LT 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LT 6.5: Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. LT 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. LT 6.10: (Read and comprehend literature) LT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 7.2: (Determine a theme or central idea and analyze its development over the course of the text) LT7.3: Analyze how particular elements of a story or drama interact LT 7.4: (Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings) LT 7.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning. LT 7.10: (Read and comprehend literature) LT 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. LT 8.2: (Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot) LT 8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. LT 8.4: (Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone) LT 8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each contributes to its meaning and style. LT 8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the script or text, evaluating choices made by the director or actors. LT 8.10: (Read and comprehend literature)</p> <p style="text-align: center; background-color: yellow;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>*Ensure that instruction in plot includes high point(s), climax (highest point), problem, and solution/resolution (See PAWS Instructional Suggestions).</p>	<ul style="list-style-type: none"> ➤ Have students use story plot graphic organizers to analyze text or as a prewriting strategy for writing. The graphic organizer should lead the student from the beginning through the plot, building to the climax or high point of the story, and finishing at the ending or conclusion. ➤ Present students with a controversial subject and ask them to pose a solution with a short response. ➤ Have students compare and contrast stories, novels, and movies (i.e. fairy tales and fractured fairy tales). Have students identify how the plots are similar and different. Ask students how they would adapt the plot structure to serve a specific purpose. ➤ Use poetry to explore beginning, middle and end of poem.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category – Literary/Narrative Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Theme: Students read to understand the theme of a story and how the author develops it.</p> <ul style="list-style-type: none"> ➤ The reader articulates a reasonable story theme. ➤ The reader explains how various elements of the story contribute to the development of its theme. ➤ The reader provides enough information to support his or her interpretation of the story’s theme. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L7.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L7.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L7.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases L8.4:Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L8.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L8.6:Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases</p>	<ul style="list-style-type: none"> ➤ Teach students to recognize how characters’ beliefs, personalities, motivations, actions, relationships and other literary elements relate to and develop theme. ➤ Develop a vocabulary of theme words with students (examples: perseverance, tolerance, fear, honor, friendship, etc.). Teach students to go beyond a “one word” explanation for theme into a more in-depth explanation of the author’s lesson for the reader. ➤ Compare and contrast themes across novels (e.g. The Diary of Anne Frank, Journey to Topaz by Yushiko Uchida, Farewell to Manzanar by James D. Houston, etc.) ➤ Have students come up with a different title for a piece based on the theme. Distinguish for students that a title is not a theme. ➤ Have students read children’s books. Discuss theme and author’s craft to develop the theme. Have students read stories aloud to younger students and ask them questions related to theme. ➤ Connect a theme to students’ lives. For example, ask students to think about a time when they were honorable, and then write about the experience. ➤ Working with a variety of text, focus on having students make connections such as text to text, text to self, and text to world to develop schema. (Example: using music lyrics from different eras, discuss how the theme of the music reflects the times.) ➤ Identify theme in a variety of texts: <ul style="list-style-type: none"> o Ask students to list their favorite songs and use the lyrics of those songs to introduce theme in poetry. o Have students write a response supporting the theme with examples from the text. ➤ Help students to visualize themes. (Example: Use gallery walks with pictures, books, and other imagery to discover themes.) ➤ Use Charles Dickens’ A Christmas Carol to explore themes within each stage of the story (past, present, future). ➤ Using a herring bone diagram to explore theme with the theme written on the backbone and evidence from the text written on the rib bones.
	<p style="text-align: center;">Reading Standards for Literature 6-12</p> <p>LT 6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text LT 6.3: (Describe how a particular story’s or drama’s plot unfolds) LT 6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. LT 6.5: Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot. LT 6.9: Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. LT 6.10: (Read and comprehend literature) LT 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 7.2: (Determine a theme or central idea and analyze its development over the course of the text) LT 7.3: Analyze how particular elements of a story or drama interact LT 7.4:(Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings) LT 7.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning. LT 7.10: (Read and comprehend literature) LT 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. LT 8.2: (Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting and plot) LT 8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. LT 8.4: (Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone) LT 8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each contributes to its meaning and style. LT 8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the script or text, evaluating choices made by the director or actors. LT 8.10: (Read and comprehend literature)</p>	
	<p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p>	
	<p>The Grade 8 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Theme skill.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Functional Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Relevance and Importance: Students read to determine the relevance and importance of functional information. Students identify and locate information in the text and understand how the information is relevant and important for accomplishing a specified task.</p> <ul style="list-style-type: none"> ➤ The reader demonstrates an accurate understanding of the information ➤ The reader explains how key aspects of the content are relevant to a reader’s informational needs ➤ The reader cites an adequate amount of information to support conclusions about the relevance and importance of the information read <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L 9-10.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 9-10.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level) L 11-12.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 11-12.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p> <p style="text-align: center;">Reading Standards for Informational Text 6-12</p> <p>IT 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 9-10.2: (Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details) IT 9-10.3: Analyze how the author unfolds an analysis or series of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. IT 9-10.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone) IT 9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). IT 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. IT 11-12.2: (Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis) IT 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. IT 11-12.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text) IT 11-12.7: (Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>11.IC Students read and demonstrate understanding of informational texts (See description of PAWS Functional Texts). 11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p><i>*Ensure that students know and are able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information in a text efficiently (See PAWS Instructional Suggestions).</i></p>	<ul style="list-style-type: none"> ➤ Provide students with focused instruction on how to support statements using sufficient detail, including use of textual references. Provide models of answers which provide sufficient detail as well as answers which do not provide sufficient detail. Job applications work well to help students see the importance of providing sufficient types and amounts of information. ➤ Using a think aloud, or a like strategy, students need to understand and apply multiple purposes for functional texts. Different readers have different purposes and look for different information depending on their use or interest in what is presented. ➤ Through teacher modeling and independent student work, practice identifying text structures as they apply to different kinds of functional texts. Bolded, italicized, underlined words and/or bulleted statements along with other identifying features help students navigate and understand functional texts and corresponding questions and/or activities thereof. ➤ Practice applications for academic vocabulary for importance and relevance, (i.e., explain, identify, compare and contrast, order of importance, discuss, sufficient, etc.) with teacher modeling of drawing inferences from questions and on-demand writing prompts ➤ Model re-reading and skimming strategies for specific tasks and purposes with multiple kinds of functional texts. ➤ o Sample task – Give students two brochures and a map of Yellowstone National Park and have them find information for different visitors to the park, for example: a group of hikers may be only interested in trails and camp sites, where a family may seek hotel accommodations, places to eat, attractions and shopping. In a three-day trip, how could each plan their time? ➤ Provide students with specific tasks using functional texts: <ul style="list-style-type: none"> o Give students three brochures to a basketball camp, music camp, or resort, and have them read and select the one that would best suit their needs. Written responses should focus on sufficient information which supports their decision. o Use on-line functional texts such as E-bay, Amazon.com, or Craigslist, and have students pull out information that is key to their purpose such as comparing and contrasting buyer agreements, terms of shipping and handling, etc. o Use directions for completing a task such as an automobile manual, DVD manual, or other step-by-step instructions. Define tasks for students to complete using the text. This will help students identify when they need to skim and when they need to read deeply. ➤ Integrate functional text reading in other content areas. The reading passages are indicative of reading skills required in all disciplines and are based on scenarios from all content areas.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Functional Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Select and Apply: Students read to select and apply relevant information for a given task. Students are presented with a scenario in which information from multiple areas of the text must be identified, located, and synthesized to formulate an answer not explicitly stated within the text.</p> <ul style="list-style-type: none"> ➤ The reader selects information from the text and applies it accurately; details applied are the same as the text; and details are correct according to the text. ➤ The reader selects information appropriate to the task and applies it logically and validly to complete the task. The reader has included all the essential steps indicated in the text. ➤ The reader selects enough information and details from the text to complete the task adequately and appropriately. <p>Functional Texts: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to skim, looking for information that serves a specific need, or to read carefully, considering and evaluating the usefulness of all details as in following directions.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L 9-10.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 9-10.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level) L 11-12.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 11-12.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p> <p style="text-align: center;">Reading Standards for Informational Text 6-12</p> <p>IT 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 9-10.2: (Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details) IT 9-10.3: Analyze how the author unfolds an analysis or series of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. IT 9-10.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone) IT 9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). IT 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. IT 11-12.2: (Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis) IT 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. IT 11-12.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text) IT 11-12.7: (Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p> <p style="text-align: center; background-color: yellow;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>11.IC Students read and demonstrate understanding of informational texts (See description of PAWS Functional Texts). 11.IC.2 Students conduct research using a variety of grade-appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning; and 2. Analyze and interpret technical data, written directions, and technical manuals. <p><i>*Ensure that students know and are able to use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, icons) to locate key facts or information in a text efficiently (See PAWS Instructional Suggestions).</i></p>	<ul style="list-style-type: none"> ➤ Students identify skills necessary to be successful in reading passages (i.e. pull out key words, understand different meanings of words, vocabulary strategies). ➤ Teach students to reread for detail with a specific question in mind. ➤ Insert functional reading in literary units (i.e. a job application for a character, an arrest warrant, etc.). ➤ Explicit instruction of text navigation strategies, including using headings, titles, charts, and key words. Use highlighters to identify “like” terms, then group information surrounding common terms. This helps students see relationships between pieces of information and determine what to select to support identified tasks. ➤ Teach students re-reading, close reading, and “look back” reading strategies and use them with released items or other commercial tests. Have the students read once, answer the test questions, score, then “look back” to determine the effectiveness of their reading. ➤ QAR: Question Answer Relationships: “Right There” questions, “Think and Search” questions, “Author and Me” questions, and “On My Own” questions. For more details, go to: http://www.greece.k12.ny.us/instruction/ela/612/Reading/Reading%20strategies/QAR.htm

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.		
PAWS Skill Reporting Category - Informational/Expository Texts		
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Major Points and Details: Students read to understand a text’s major points and supporting details. Students are able to distinguish between main ideas and supporting details in expository texts.</p> <ul style="list-style-type: none"> ➤ The reader identifies the major points and distinguishes the major points from the supporting details. ➤ The reader demonstrates an understanding of the text’s main ideas and the relevance of the details to support each main idea. ➤ The reader provides an adequate amount of information to demonstrate that the reader has an understanding of the major points and key details supporting each. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p>Language Standards 6-12</p> <p>L 9-10.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 9-10.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level) L 11-12.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 11-12.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p> <p>Reading Standards for Informational Text 6-12</p> <p>IT 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 9-10.2: (Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details) IT 9-10.3: Analyze how the author unfolds an analysis or series of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. IT 9-10.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone) IT 9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. IT 9-10.7: (Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.) IT 9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence relevant and sufficient; identify false statements and fallacious reasoning. IT 9-10.10: (Read and comprehend literary nonfiction) IT 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. IT 11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. IT 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. IT 11-12.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text) IT 11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. IT 11-12.7: (Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. IT 11-12.10: (Read and comprehend literary nonfiction).</p>	<ul style="list-style-type: none"> ➤ The teacher should establish and model multiple purposes for expository reading. ➤ Identify and discuss major points within a piece of expository text. Highlight and color code topic sentences, main ideas, and supporting details. Use graphic organizers, T-charts, etc. ➤ Use primary sources from two different viewpoints and have students support a viewpoint. ➤ Integrate expository text reading from other content areas. The reading passages are indicative of reading skills required in all disciplines and are based on scenarios from all content areas. ➤ Bring in newspapers, analyze editorials, and look for the connection between main ideas and supporting details. Ask students to explain and evaluate the logical connection between main idea and support. ➤ Use Fat Questions/Skinny Questions: “Skinny” questions require lower level thinking and are the type to ask when you want simple recall of facts and information. These questions require simple one or two word answers. “FAT” questions require higher order thinking skills and require more detailed answers. For more details, go to http://homepage.mac.com/johnevers/Media/SKINNY-FAT.pdf ➤ Use Far-Side Comics to teach inference skills. This can help students identify main point in a humorous, engaging way. ➤ Use short reading selections as models for writing, focusing on the topic sentences and supporting details. By using a document camera or overhead projector, teacher can model and then students can work in small groups to highlight main and supporting points, then transfer to an outline type document, and/or construct a short answer response which identifies the main ideas. The extension activity of this is to have students use their own constructed responses (or use those of fellow students) and try to identify main ideas and supporting details. ➤ Use a variety of strategies to support students in developing close reading strategies and applying them to various genres. Information can be found at the website All American Reads: http://www.allamericareads.org/. Although this site uses the novel Wish You Well as the model texts, these strategies can be modified to meet other texts and specific needs of the teacher or students. Activate and validate students’ personal knowledge and experience with the major points of the expository text to relate ideas in the text to ideas in the world and their own beliefs, and to place what they are reading within a relevant context of their lives and the world. K. Beers, When Kids Can’t Read: What Teachers Can do, (Pg. 35).
	<p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>*Ensure students are able to distinguish between main ideas and supporting details, and understand the relevance of the supporting details as they relate to the main ideas of the text.</p>	

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Expository Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Organization: Students read to understand the text’s organization and how that organization serves the writer’s purpose.</p> <ul style="list-style-type: none"> ➤ The reader indicates an understanding of how the writer has organized the content using features such as sequence and cause/effect, chronology, or categorization. ➤ The reader explains how the organization of the text supports the writer’s major concepts and purposes. ➤ The reader cites an adequate number of details to support an understanding and reaction to the organization. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p>Language Standards 6-12</p>	<ul style="list-style-type: none"> ➤ Focus on reading for rhetorical purpose and author’s purpose. Review purposes of writing such as definition, analysis, comparison, spatial, and problem/solution. ➤ Pull random paragraphs and have kids determine purpose and order (non-fiction). Give students a scrambled essay and then have them organize it. ➤ Pull expository texts that have dual or multiple organizational structures within the same work that work together for an overall organizational purpose, for example: an author may use chronology and compare/contrast to establish an overall problem solution position as seen in many modern national political, legal or scientific articles. ➤ Have students outline a variety of genres, including speeches, essays, content area materials, novel chapters, short stories, etc. Discuss why the author chose the organization method and how it supports the intent of the writing. ➤ Use think aloud to model identification of organizational patterns and to assess students’ grasp of organizational patterns in text. ➤ To assess, have a student work one-on-one with the teacher and read and think aloud, identifying the structure used by the author. ➤ Teach students how to identify organizational patterns such as sequence, chronology, compare and contrast, cause and effect, categorization, etc. This should be done with functional, expository, and narrative texts. ➤ Identify for students the transitional patterns used in text, how it serves to shift the reader’s thinking from topic to topic, and how it is used to develop cohesiveness in the writing. Identify signal words (transitional words or connecting words that point out the type of pattern).
	<p>L 9-10.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 9-10.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level) L 11-12.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 11-12.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p>	
	<p>Reading Standards for Informational Texts 6-12</p>	
	<p>IT 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 9-10.2: (Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details) IT 9-10.3: Analyze how the author unfolds an analysis or series of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. IT 9-10.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone) IT 9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. IT 9-10.7: (Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.) IT 9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence relevant and sufficient; identify false statements and fallacious reasoning. IT 9-10.10: (Read and comprehend literary nonfiction) IT 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. IT 11-12.2: (Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis) IT 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. IT 11-12.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text) IT 11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. IT 11-12.7: (Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. IT 11-12.8: (Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning) IT 11-12.10: (Read and comprehend literary nonfiction)</p>	
<p>Wyoming Benchmarks and Sub-Benchmarks to Address</p>		
<p>The Grade 11 Common Core State Standards listed above are sufficient in their breadth and depth to prepare students for the PAWS Organization skill.</p>		

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category - Informational/Expository Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Information Relationships: Students read to understand how the information in the text fits into broader topics and issues.</p> <ul style="list-style-type: none"> ➤ The reader uses the main concepts of the text and relates them to commonly understood concepts about the world. ➤ The reader uses the information in the text to make connections to develop a comprehension of commonly understood concepts. ➤ The reader applies an adequate number of details from the text to indicate an understanding of the commonly understood concepts they inform. <p>Expository Texts: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L 9-10.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 9-10.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level) L 11-12.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 11-12.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p> <p style="text-align: center;">Reading Standards for Informational Text 6-12</p> <p>IT 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. IT 9-10.2: (Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details) IT 9-10.3: Analyze how the author unfolds an analysis or series of events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. IT 9-10.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone) IT 9-10.6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. IT 9-10.7: (Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.) IT 9-10.9: (Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts) IT 9-10.10: (Read and comprehend literary nonfiction) IT 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. IT 11-12.2: (Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis) IT 11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. IT 11-12.4: (Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text) IT 11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. IT 11-12.7: (Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. IT 11-12.8: (Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning) IT 11-12.9: (Analyze seventeenth-eighteenth and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes and rhetorical features) IT 11-12.10: (Read and comprehend literary nonfiction)</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>*Ensure that students can make text-to-self, text-to-text, and text-to-world connections, as all three are important to the PAWS Information Relationship skill (See PAWS Instructional Suggestions).</p>	<ul style="list-style-type: none"> ➤ Have students make broad text -to-world connections which help them place the literature thematically in the context of the world. Connecting literature to current events, using simulations to create a sense of reality for students, or make a classroom “chain” of personal connections to characters, plots, and themes of readings, then extrapolate broad statements of how the literature applies in a world-wide context. ➤ Connection challenge: after reading a shared expository text, the students would find connections to the subject or issue in current events, history, modern media, literature, movies, music, science etc. ➤ Encourage students to express their response to what they have read, and then ask for specific textual support that encourages their responses. ➤ Evaluate the intent of the author to make generalizations about/within a broader context in a contemporary setting. ➤ Media challenge: find examples in the media of how literary themes are at work in the world today. Example: NPR broadcasted a story about delivery services such as UPS putting ➤ GPS systems in their delivery vehicles so they could route drivers more efficiently when pick-up calls came in. Drivers objected, saying they were being “watched” because their vehicles could be tracked while they were on their lunch breaks. This fit nicely with 1984 with Winston’s experience of being watched by Big Brother. By listening to the radio, watching the news, or getting feeds from news websites, teachers can help students see the broader context of the literature. ➤ Use portions of films which match the literature thematically and place the literature in a broader context.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category – Literary/Narrative Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Story Elements: Students read to recognize and understand an author’s development of character, symbolism, and mood as basic story elements.</p> <p style="text-align: center;"><u>Character Development</u></p> <ul style="list-style-type: none"> ➤ The reader understands the development of characters using details from that story to accurately report what the characters do, say, and think; what other characters say about them, and what the writer says directly. ➤ The reader understands how the depiction of major and minor characters is important to a story’s plot and theme, or simply what about the description of characters makes them worth remembering. ➤ The reader uses an adequate amount of details from the story to describe and discuss its characters and their roles. <p style="text-align: center;"><u>Symbolism</u></p> <ul style="list-style-type: none"> ➤ The reader understands the author’s use of symbolism in a story by using details the author used to establish the symbolism. ➤ The reader describes the importance of symbolism to a story’s plot and theme. ➤ The reader recognizes a number of techniques and details the author has used to establish symbolism in a story. <p style="text-align: center;"><u>Mood</u></p> <ul style="list-style-type: none"> ➤ The reader identifies the mood of a story by identifying details the author has used to establish the mood. ➤ The reader describes the importance of mood to the story’s plot and theme. The reader recognizes a number of techniques and details the author has used to establish one or more moods throughout a story. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L 9-10.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 9-10.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 9-10.6:(Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level) L 11-12.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 11-12.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 11-12.6:(Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p> <p style="text-align: center;">Reading Standards for Literature 6-12</p> <p>LT 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 9-10.2:(Determine a theme or central idea and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details) LT 9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. LT 9-10.4:(Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze cumulative impact of specific word choices on meaning and tone) LT 9-10.9: (Analyze how an author draws on and transforms source material in a specific work) LT 9-10.10: (Read and comprehend literature including stories, dramas and poems) LT 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. LT 11-12.2: (Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account) LT 11-12.3: (Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama) LT 11-12.4: (Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and language that is particularly fresh, engaging or beautiful.) LT 11-12.5: (Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact) LT 11-12.6: (Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant) LT 11-12.9: (Demonstrate knowledge of eighteenth-,nineteenth-,and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. LT 11-12.10: (Read and comprehend literature including stories, dramas and poems)</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony; figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.</p>	<ul style="list-style-type: none"> ➤ Teach characterization and symbols as basic story elements by having students dramatize a scene, read a passage aloud, color code word choices within a passage that describe the character’s attitude. The students will then go back and look at the colors that represent the character’s feelings/emotions. ➤ Identify and model different ways that authors develop characters, symbolism and mood. Some authors may rely on the situation, some on relationships between characters, others on the main character telling the story, and some combine some or all of these approaches. This will also help students identify differences between character types and the role mood and/or symbolism may play in the selection. Graphic organizers and/or C.R.I.S.S. strategies like pictures notes could be used very well to track character progression, symbols and mood changes. ➤ Continue to help students to build grade level vocabulary, especially descriptive language and literary terms, both in definition and application. (picture notes, humorous poetry, and short writings for current literary study could all be used to integrate newly acquired words and concepts.) ➤ Select short passages from a larger work and encourage student interpretations of the passage. ➤ Teach poetry for word choice and tone which leads to discovering meaning.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.

PAWS Skill Reporting Category – Literary/Narrative Texts

PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions
<p>Plot: Students read to learn how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.</p> <ul style="list-style-type: none"> ➤ The reader correctly identifies high points in a story’s plot in relation to its highest point, the climax. ➤ The reader notes how high points in a story’s action build to its climax and/or can identify the presentation of a problem and its solution or resolution as basic to the story’s plot structure. ➤ The reader adequately describes all of the significant events in a story and the sequence in which those events occur. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	<p style="text-align: center;">Language Standards 6-12</p> <p>L 9-10.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 9-10.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 9-10.6:(Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level) L 11-12.4:(Determine or clarify the meaning of unknown and multiple-meaning words and phrases) L 11-12.5:Demonstrate understanding of figurative language, word relationships, and nuances in word meanings L 11-12.6:(Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p> <p style="text-align: center;">Reading Standards for Literature 6-12</p> <p>LT 9-10.1:Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LT 9-10.2:(Determine a theme or central idea and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details) LT 9-10.3:(Analyze how complex characters develop over the course of the text, and advance the plot or develop the theme) LT 9-10.4:(Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze cumulative impact of specific word choices on meaning and tone) LT 9-10.5:(Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension or surprise) LT 9-10.7:(Analyze the representation of a subject or a key scene in two different artistic mediums. Including what is emphasized or absent in each treatment) LT 9-10.10:(Read and comprehend literature including stories, dramas and poems) LT 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. LT 11-12.2: (Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account) LT 11-12.3: (Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama) LT 11-12.4: (Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and language that is particularly fresh, engaging or beautiful.) LT 11-12.5: (Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact) LT 11-12.7: (Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text) LT 11-12.10: (Read and comprehend literature including stories, dramas and poems)</p> <p style="text-align: center;">Wyoming Benchmarks and Sub-Benchmarks to Address</p> <p>*Ensure that instruction in plot includes high point(s), climax (highest point), problem, and solution/resolution (See PAWS Instructional Suggestions).</p>	<ul style="list-style-type: none"> ➤ Practice organizing and developing plot lines using graphic organizers. ➤ Identify elements of plot in stories: exposition, rising action, conflict, climax, dénouement, and resolution. Use graphic organizers or online resources to help students illustrate elements of plot. Go to http://www.readwritethink.org/lessons/lesson_view.asp?id=904 ➤ Highlight key events in a passage to identify basic story elements. ➤ Progressive short story: Have a student write a paragraph; the next student continues by writing the second paragraph, etc. ➤ Teach students to annotate text using an Elmo or document camera.

Wyoming Reading Content Standard – Students use the reading process to demonstrate understanding of literary and informational text.			
PAWS Skill Reporting Category – Literary/Narrative Texts			
PAWS Skill Description	Where in CCSS	PAWS Instructional Suggestions	
<p>Theme: Students read to understand the theme of a story and how the author develops it.</p> <ul style="list-style-type: none"> ➤ The reader articulates a reasonable story theme. ➤ The reader explains how various elements of the story contribute to the development of its theme. ➤ The reader provides enough information to support his or her interpretation of the story’s theme. <p>Narrative Texts: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.</p>	Language Standards 6-12	<ul style="list-style-type: none"> ➤ Provide and have students create visual representations of theme. ➤ Provide students a variety of readings with varied themes. Have students group readings based upon common themes. ➤ Using a graphic organizer put theme in the middle and have the students give one-word descriptors of plot with motifs. ➤ Provide pictures (photographs or paintings) to help students recognize use of imagery to illuminate universal themes, and to recognize use of symbolism and metaphor. Ask students what they see; ask them to draw conclusions; identify symbolism in films, poetry, and songs to help them recognize universal themes; make text connections to the recurring themes. ➤ Using a one word theme (such as survival) have students write an introductory paragraph explaining the theme, then plot summary the story in subsequent paragraphs. The concluding paragraph will have a theme statement which connects to the plot summaries. This helps students focus on elements of the plot which illustrate the theme, thus supporting the claim which identifies the theme. ➤ Use quick writes on themes: after reading, have students answer three questions: What is the conflict?, Who wins?, and So what?. Discuss students’ answers and how they relate to a universal or specific theme. ➤ The students should have multiple opportunities to write essays tracing theme and literary elements related to theme using the text(s) to support their conclusions. 	
	<p>L 9-10.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases)</p> <p>L 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L 9-10.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p> <p>L 11-12.4: (Determine or clarify the meaning of unknown and multiple-meaning words and phrases)</p> <p>L 11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <p>L 11-12.6: (Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level)</p>		Reading Standards for Literature 6-12
	<p>LT 9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LT 9-10.2: (Determine a theme or central idea and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details)</p> <p>LT 9-10.3: (Analyze how complex characters develop over the course of the text, and advance the plot or develop the theme)</p> <p>LT 9-10.4: (Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze cumulative impact of specific word choices on meaning and tone)</p> <p>9-10.RRTC.10: (Read and comprehend literature including stories, dramas and poems)</p> <p>LT 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>LT 11-12.2: (Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account)</p> <p>LT 11-12.3: (Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama)</p> <p>LT 11-12.4: (Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and language that is particularly fresh, engaging or beautiful.)</p> <p>LT 11-12.5: (Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact)</p> <p>LT 11-12.7: (Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text)</p> <p>LT 11-12.10: (Read and comprehend literature including stories, dramas and poems)</p>		
			Wyoming Benchmarks and Sub-Benchmarks to Address
			*Ensure students can explain how various story elements contribute to the development of theme.