

For the Wyoming Department of Education

---

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

May 2010

**McREL**

---

## **About McREL**

Mid-continent Research for Education and Learning (McREL) is a nonprofit education and research organization based in Denver, Colorado. For more than 40 years, McREL has been helping educators use research to improve student achievement. As a national leader in research, school improvement, standards-based education, balanced leadership, professional development, and scenario planning, our highly respected experts provide services to educators in 50 states and 18 foreign countries. McREL's client list includes federal, regional, and state agencies; school districts; institutions of higher education; foundations; private organizations; and international entities.

McREL operates the Central Region Educational Laboratory, providing field-based research, evaluation and policy studies, and information services to state and local education agencies in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. McREL also houses the North Central Comprehensive Center, a U.S. Department of Education-funded program that provides research-based services to state education agencies in Iowa, Minnesota, Nebraska, North Dakota, and South Dakota to implement the No Child Left Behind Act (NCLB).

Our Web site ([www.mcrel.org](http://www.mcrel.org)) offers hundreds of reports, tools, guides, and services designed to improve school and student performance. If you have a question about McREL, contact us at 303.337.0990 or [info@mcrel.org](mailto:info@mcrel.org).



Mid-continent Research for Education and Learning (McREL)

4601 DTC Blvd., Suite 500

Denver, CO 80237-2596

Phone: 303.337.0990

Fax: 303.337.3005

[www.mcrel.org](http://www.mcrel.org)

---

## Table of Contents

Kindergarten .....	1
Grade 1 .....	10
Grade 2 .....	21
Grade 3 .....	31
Grade 4 .....	42
Grade 5 .....	56
Grade 6 .....	67
Grade 7 .....	80
Grade 8 .....	93



English Language Arts Gap Analysis <i>The Common Core Standards Compared to the Wyoming Standards</i>		
Common Core State Standards	Alignment Rating with Comment	Wyoming Content Standards
<b>Kindergarten</b>		
<b>Reading Standards for Literature (RL)</b>		
<b>Key Ideas and Details</b>		
K.RL.1 With prompting and support, ask and answer questions about details and events in a text.	No match	
K.RL.2 Retell familiar stories.	Partial alignment (specificity): WY specifies using illustrations.	LAK.1B.2 Students use illustrations to retell story.
K.RL.3 Identify characters, settings, and key events in a story.	Partial alignment (implicit): Content is similar with some difference in phrasing.	LAK.1B.3 Students listen and respond to stories based on characters, themes, plots, and settings. LAK.1B.1 Students understand sequence; i.e., beginning, middle, and end.
<b>Craft and Structure</b>		
K.RL.4 Ask questions about unknown words in a text.	Weak alignment: Content is similar, but there is significant difference in emphasis.	LAK.1A.1 Students use illustrations and prior knowledge to decode unknown words and understand text.
K.RL.5 Recognize common types of texts (e.g., storybooks, poems).	Strong alignment	LAK.1A.14 Students are familiar with a variety of modes such as Big Books, storytelling, and audio and video modes.
K.RL.6 Name the author and illustrator of a text and define the role of each.	Partial alignment (scope): WY does not include students defining roles.	LAK.1A.8 Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.
<b>Integration of Knowledge and Ideas</b>		
K.RL.7 Relate pictures and illustrations to	Partial alignment (scope): WY	LAK.1A.6 Students use pictures and illustrations to

the overall story in which they appear.	includes students making predictions.	understand text and to make predictions.
K.RL.8 (Not applicable in literature)	N/A	N/A
K.RL.9 Compare and contrast the adventures of characters in familiar stories	Partial alignment (grade level): WY content is in 2 <sup>nd</sup> grade.	LA2.1B.1 Students compare and contrast plots, characters, and settings presented by different authors.
<b>Range and Level of Text Complexity</b>		
K.RL.10 Read emergent-reader literature texts with purpose and understanding.	Weak alignment: Content is similar, but there is significant difference in emphasis.	LAK.1A.5 Students self-correct for meaning.
<b>Reading Standards for Informational Text (RI)</b>		
<b>Key Ideas and Details</b>		
K.RI.1 With prompting and support, ask and answer questions about information and events in a text.	No match	
K.RI.2 Identify the main topic and main ideas of a text.	Partial alignment (grade level): WY content is in 1 <sup>st</sup> grade.	LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.
K.RI.3 With prompting and support, describe the connection between two events or ideas in a text.	Weak alignment: WY content is in 1 <sup>st</sup> grade and has significant differences in emphasis.	LA1.1A.2 Students use sequence to understand text and to make predictions about content.
<b>Craft and Structure</b>		
K.RI.4 Ask questions about unknown words in a text.	Partial alignment (implicit): Content is similar, with some difference in emphasis.	LAK.1A.1 Students use illustrations and prior knowledge to decode unknown words and understand text.
K.RI.5 Locate basic information in a text.	Partial alignment (implicit): WY content is similar, with some difference in phrasing.	LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.
K.RI.6 Name the author and illustrator of a text and define the role of each.	Partial alignment (scope): WY content does not include students defining roles. CC content related to book covers	LAK.1A.8 Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.

	and title pages is found in K.FS.1.a.	
<b>Integration of Knowledge and Ideas</b>		
K.RI.7 Relate pictures or illustrations to the overall text in which they appear.	Strong alignment	LAK.1A.6 Students use pictures and illustrations to understand text and to make predictions.
K.RI.8 With prompting and support, recognize cause-and-effect relationships in a text.	Partial alignment (grade level): WY content is in 5 <sup>th</sup> grade.	LA5.1A.5 Students understand cause and effect relationships.
K.RI.9 With prompting and support, recognize basic similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	Partial alignment (implicit): WY content is similar, with some difference phrasing.	LA1.1A.3 Students compare information from several sources to understand text.
<b>Range and Level of Text Complexity</b>		
K.RI.10 Read emergent-reader informational texts with purpose and understanding.	Partial alignment (scope): CC specifies emergent-reader level of text .	LAK.1A.5 Students self-correct for meaning.
<b>Reading Standards: Foundational (RF)</b>		
<b>Print Concepts</b>		
K.RF.1 Demonstrate understanding of the organization and basic features of print.		
a. Identify the front cover, back cover, and title page of a book.	Strong alignment. CC content related to authors and illustrators is found in K.RI.6.	LAK.1A.8 Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.
b. Follow words from left to right, top to bottom, and page by page.	Partial alignment (scope): WY content includes knowledge that print conveys meaning.	LAK.1A.10 Students understand concepts of print, including that print conveys meaning and that print is read top-to-bottom and left-to-right.  LAK.1A.9 Students differentiate letters and words.
c. Understand that words are separated by spaces in print.	Partial alignment (implicit):	

<p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Content is similar, with some difference in phrasing.</p> <p>Strong alignment</p>	<p>LAK.1A.12 Students name upper and lower case alphabet letters.</p>
<p><b>Phonological Awareness</b></p>		
<p>K.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes.</p> <p>a. Recite and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Count individual words in spoken phrases or simple sentences.</p> <p>d. Blend and segment consonants and rimes of spoken words (/g/ - /oat/, /bl/ - /ack/).</p> <p>e. Demonstrate phonemic awareness by isolating and pronouncing the initial, medial vowel, and final phonemes (sounds) in three-phoneme (CVC) words (e.g., /save/, /ham/).<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>f. Add or substitute individual phonemes in simple, one-syllable</p>	<p>Strong alignment</p> <p>Partial alignment (specificity): WY is less specific.</p> <p>No match</p> <p>Partial alignment (implicit): WY content similar with some difference in phrasing.</p> <p>Partial alignment (specificity): WY is less specific.</p> <p>Partial alignment (specificity):</p>	<p>LAK.1A.2 Students recognize and produce rhyming words orally.</p> <p>LAK.1A.3 Students orally combine and segment syllables.</p> <p>LAK.2A.2 Students know some dominant sounds in words.</p> <p>LAK.1A.4 Students recognize initial and final sounds of words orally.</p> <p>LAK.1A.2 Students recognize and produce rhyming words orally.</p>

words to make new words (e.g., /at/ → /sat/ → /mat/ → /map/).	WY is less specific.	
<b>Phonics and Word Recognition</b>		
<p>K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with the graphemes for the five major vowels.</p> <p>c. Read at least twenty-five very-high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat vs. sat, cat vs. can, hit vs. hot).</p>	<p>Strong alignment</p> <p>Partial alignment (specificity): WY content is less specific.</p> <p>Weak alignment: WY content is in 1<sup>st</sup> grade. WY content includes strategies related to letter-sound relationships and context.</p> <p>Weak alignment: Content is similar, but there is significant difference in emphasis.</p>	<p>LAK.1A.13 Students know letter/sound correspondences.</p> <p>LAK.1A.13 Students know letter/sound correspondences.</p> <p>LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.</p> <p>LAK.1A.13 Students know letter/sound correspondences.</p>
<b>Fluency</b>		
<p>K.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read emergent-reader texts with purpose and understanding.</p>	Weak alignment: WY content is in 1 <sup>st</sup> grade. Content is similar, with some differences in phrasing and emphasis.	LA1.1A.6 Students read aloud with fluency in a manner that sounds like natural speech.
<b>Writing Standards (W)</b>		
<b>Text Types and Purposes</b>		
K.W.1 Use a combination of drawing, dictating, and writing to compose opinions in which they tell a reader the name of a	Partial alignment (implicit): Content is similar, with some differences in phrasing and	LAK.2B Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world"

book or the topic they are “writing” about and give an opinion about the topic (e.g., <i>My favorite book is . . .</i> ).	emphasis.	events and ideas.  LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.
K.W.2 Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are “writing” about and share some information about it.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	LAK.2B Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of “real-world” events and ideas.  LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.
K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order that they occurred, and provide a reaction to what happened.	Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.	LAK.2B Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of “real-world” events and ideas.  LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.
<b>Production and Distribution of Writing</b>		
K.W.4 (Begins in grade 3)	N/A	N/A
K.W.5 With guidance and support from adults, add details to strengthen writing as needed through revision.	Weak alignment: WY content is less specific about revision. WY includes all aspects of the writing process.	LAK.2A Students apply writing skills to plan, draft, revise, and publish writing.
K.W. 6 (Begins in grade 2)	N/A	N/A
<b>Research to Build Knowledge</b>		
K.W.7 (Begins in grade 1)	N/A	N/A
K.W.8 Gather information from experiences or provided text sources to answer a specific question.	Weak alignment: WY content is in 2 <sup>nd</sup> grade. WY content is more difficult in that students must use a variety of sources.	LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.
K.W.9 (Begins in grade 4)	N/A	N/A
<b>Range of Writing</b>		

K.W.10 (Begins in grade 4)	N/A	N/A
<b>Speaking and Listening (SL)</b>		
<b>Comprehension and Collaboration</b>		
K.SL.1 Participate in conversations with peers and adults about <i>kindergarten topics and texts</i> being studied in class. a. Listen to others and take turns speaking.  b. Continue a conversation through several exchanges.	Partial alignment (scope): WY does not include taking turns or continuing a conversation.	LAK.3.2 Students orally share and listen to stories and other expressive pieces such as poetry, songs, nursery rhymes, etc.  LAK.3.3 Students share ideas after hearing or viewing nonfiction and informational passages.
K.SL.2 Confirm understanding of information presented orally or through media by asking and answering questions about key details.	Partial alignment (implicit): WY does not specify asking and answering questions.	LAK.3.4 Students recall facts or details after hearing or viewing an informational passage.
K.SL.3 Ask questions to get information, seek help, or clarify something that is not understood.	No match	
<b>Presentation of Knowledge and Ideas</b>		
K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	No match	
K.SL.5 (Begins in grade 4)	N/A	N/A
K.SL.6 (Begins in grade 1)	N/A	N/A
<b>Language (L)</b>		
<b>Conventions in Writing and Speaking</b>		
K.L.1 Observe conventions of grammar and usage. a. Print most upper- and lowercase letters.  b. Write a letter or letters for most consonant and short-vowel sounds	Partial alignment (specificity): CC content specifies upper and lower case.  Partial alignment (specificity):	LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas  LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and

<p>(phonemes).</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.</p> <p>d. Understand and use the most frequently occurring prepositions in English (e.g., to/from, in/out, on/off, for, of, by, with) when speaking.</p> <p>e. Produce and expand complete sentences in shared language and writing activities.</p> <p>f. Understand and use question words (e.g., who, what, where, when, why, how) in discussions.</p>	<p>CC content specifies vowel sounds.</p> <p>No match</p> <p>Weak alignment: WY is less specific and has significant differences in emphasis. WY content is in 1<sup>st</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 1<sup>st</sup> grade.</p> <p>Weak alignment: WY content is less specific and has significant differences in emphasis. Some of the WY content is in 1<sup>st</sup> grade.</p>	<p>directionality of print to express ideas</p> <p>LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.</p> <p>LA1.2A.4 Students write simple sentences.</p> <p>LAK.3.4 Students recall facts or details after hearing or viewing an informational passage.</p> <p>LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.</p>
<p>K.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Name and identify end punctuation, including periods, question marks, and exclamation points.</p> <p>c. Spell simple words phonetically using knowledge of sound-letter relationships.</p>	<p>Partial alignment (grade level): WY content is in 1<sup>st</sup> grade. Capitalizing names is found in CC.1.L.2.a.</p> <p>Partial alignment (grade level): WY content is in 1<sup>st</sup> grade. WY content emphasizes using punctuation, while the CC only identifies it.</p>	<p>LA1.2A.5 Students capitalize the first word of a sentence, names of people, and the pronoun 'I'.</p> <p>LA1.2A.6 Students conclude sentence with proper punctuation such as a period, exclamation point, or question mark.</p> <p>LA1.2A.7 Students apply basic phonological principles to spell words including beginning and ending consonant sounds and easy to hear vowel</p>

	Partial alignment (grade level): WY content is in 1 <sup>st</sup> grade.	sounds.
K.L.3 (Begins in grade 3)	N/A	N/A
<b>Vocabulary Acquisition and Use</b>		
K.L.4 Determine word meanings ( <i>based on kindergarten reading</i> ). a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.  b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck as a bird and learning the verb to duck).  c. Use the most common affixes in English (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	No match  Weak alignment: Content is similar, but there is significant difference in phrasing and emphasis. WY content is in 1 <sup>st</sup> grade.  Partial alignment (grade level): WY content is in 2 <sup>nd</sup> grade.	LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.  LA2.1A.1 Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.
K.L.5 Understand word relationships. a. Build real-life connections between words and their use (e.g., note places at school that are colorful).  b. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. c. Use common adjectives to distinguish objects (e.g., the small blue square; the shy white rabbit).	No match  Weak alignment: WY content is in 1 <sup>st</sup> grade. WY content is less specific.	LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.

d. Demonstrate understanding of common verbs and adjectives by relating them to their opposites (antonyms).		
K.L.6 Use newly learned words acquired through conversations, reading, and responding to texts.	Weak alignment: WY content is in 1 <sup>st</sup> grade. Content is similar, but there is a significant difference in phrasing and emphasis.	LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
<b>Grade 1</b>		
<b>Reading Standards for Literature (RL)</b>		
<b>Key Ideas and Details</b>		
1.RL.1 Ask and answer questions about key details and events in a text.	Strong alignment	LA1.1B.2 Students recall sequence of key events.  LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.
1.RL.2 Retell stories, demonstrating understanding of the central message or lesson.	Partial alignment (grade level): WY content is in 2 <sup>nd</sup> grade.	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.
1.RL.3 Describe characters, settings, and key events in a story.	Strong alignment	LA1.1B.1 Students identify setting, characters, main events, and plot in story.
<b>Craft and Structure</b>		
1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Partial alignment (grade level): WY content is in 3 <sup>rd</sup> grade.	LA3.1B.3 Students recognize use of descriptive language.

1.RL.5 Distinguish major categories of writing from each other (e.g., stories and poems), drawing on a wide reading of a range of text types.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	LA1.1A.7 Students are familiar with a variety of modes such as Big Books, story telling, magazines, newspapers, and audio and video modes.
1.RL.6 Identify who is speaking at various points in a story, myth, fable, or narrative poem.	No match	
<b>Integration of Knowledge and Ideas</b>		
1.RL.7 Use pictures, illustrations, and details in a story to describe characters, events, or settings.	Partial alignment (implicit): Content is similar with some differences in phrasing. WY content requires students to identify, rather than describe, story elements.	LAK.1A.6 Students use pictures and illustrations to understand text and to make predictions.  LA1.1B.1 Students identify setting, characters, main events, and plot in story.
1.RL.8 (Not applicable to literature)	N/A	N/A
1.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Partial alignment (grade level): WY content is in 2 <sup>nd</sup> grade.	LA2.1B.1 Students compare and contrast plots, characters, and settings presented by different authors.
<b>Range and Level of Text Complexity</b>		
1.RL.10 Read independently, proficiently, and fluently literature texts appropriately complex for grade 1.	Weak alignment: WY does not include a means for determining text level or complexity. WY specifies independent reading strategies. Content is similar, but there is a significant difference in emphasis and phrasing..	LA1.1A.5 Students monitor and self-correct for meaning.  LA1.1A.6 Students read aloud with fluency in a manner that sounds like natural speech.  LA1.1B.3 Students read a variety of literary genres such as story-books, poems, fairy tales, narratives, and fables.
<b>Reading Standards for Informational Text (RI)</b>		
<b>Key Ideas and Details</b>		
1.RI.1 Ask and answer questions about key information and events in a text.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.

1.RI.2 Identify the main topic, main ideas, and key details of a text.	Strong alignment	LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.
1.RI.3 Describe the connection between two key events or ideas in a text.	Weak alignment: Content is similar, with some differences in phrasing. WY includes making predictions.	LA1.1A.2 Students use sequence to understand text and to make predictions about content.
<b>Craft and Structure</b>		
1.RI.4 Learn and determine the meanings of words and phrases encountered in text relevant to a <i>grade 1 topic or subject area</i> .	Partial alignment (implicit): WY content is similar, with some differences in phrasing.	LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.
1.RI.5 Describe how a text groups information into general categories (e.g., cows, pigs, and horses are <i>farm animals</i> ).	No match	
1.RI.6 Distinguish between information provided by pictures or illustrations and that provided by the words in a text.	No match	
<b>Integration of Knowledge and Ideas</b>		
1.RI.7 Use pictures, illustrations, and details in a text to describe the key ideas.	Partial alignment (grade level): WY content related to pictures and illustrations is in kindergarten.	LA1.1A.6 Students use pictures and illustrations to understand text and to make predictions.  LA1.1C.2 Students understand the main idea and relevant facts in level-appropriate informational texts.
1.RI.8 Identify cause-and-effect relationships in a text.	Partial alignment: WY content is in 5 <sup>th</sup> grade.	LA5.1A.5 Students understand cause and effect relationships.
1.RI.9 Identify similarities in and differences between two texts on the same topic (e.g., in illustrations or descriptions).	Partial alignment (implicit): Content is similar, with some differences in phrasing.	LA1.1A.3 Students compare information from several sources to understand text.
<b>Range and Level of Text Complexity</b>		
1.RI.10 Read independently, proficiently, and fluently informational texts appropriately complex for grade 1.	Weak alignment: WY does not include a means for determining text level or complexity beyond genre	LA1.1A.5 Students monitor and self-correct for meaning.  LA1.1A.6 Students read aloud with fluency in a

	types. WY specifies independent reading strategies and describes attributes of reading fluency.	manner that sounds like natural speech. LA1.1C.1 Students read nonfiction texts.
<b>Reading Standards: Foundational (RF)</b>		
<b>Phonological Awareness</b>		
1.RF.1 Not applicable	N/A	N/A
1.RF.2 Demonstrate understanding of spoken words, syllables, and phonemes. a. Aurally distinguish long from short vowel sounds in spoken single-syllable words (e.g., /tap/ vs. /tape/, /sock/ vs. /soak/, /sit/ vs. /sight/).  b. Orally produce single-syllable words by blending phonemes, including consonant blends (e.g., /cats/, /black/, /blast/).  c. Isolate and pronounce initial, medial vowel, and final phonemes (sounds) in spoken single-syllable words (e.g., <i>fast</i> , <i>fast</i> , <i>fast</i> ).  d. Segment spoken single-syllable words into their complete sequence of individual phonemes (e.g., lap: /l/-/a/-/p/ → /f/-/l/-/a/-/p/).	Weak alignment: WY is less specific. WY content is in kindergarten.  No match  Weak alignment: WY is less specific. WY content does not include medial sounds. WY content is in kindergarten.  No match	LAK.2A.2 Students know some dominant sounds in words.    LAK.1A.4 Students recognize initial and final sounds of words orally.
<b>Phonics and Word Recognition</b>		
1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs (e.g., -ll, -ck, wr-, sh).	Partial alignment (specificity): WY content is less specific.  As above	LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.  As above

<p>b. Decode regularly spelled one-syllable words (e.g., lock, much, see, rain, slide, bake, bring).</p> <p>c. Know final -e (e.g., take, side) and common vowel team conventions (e.g., rain, day, week, seat, road, show) for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns (e.g., rabbit) by breaking the words into syllables.</p> <p>f. Read words with inflectional endings (e.g., -s, -es, -ed, -ing, -er, -est).</p> <p>g. Recognize and read grade-appropriate irregularly spelled words (e.g., said, were, could, would, their, there, through, none, both).</p>	<p>No match</p> <p>No match</p> <p>Weak alignment: Content is similar, but there is a significant difference in phrasing and emphasis. WY content is in kindergarten. WY is less specific.</p> <p>No match</p> <p>No match</p>	<p>LAK.1A.11 Students match voice with print, associating syllables, words, and phrases with their written form.</p>
<b>Fluency</b>		
<p>1.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	<p>Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types and does not emphasize</p>	<p>LA1.1B.3 Students read a variety of literary genres such as story-books, poems, fairy tales, narratives, and fables.</p>

<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>purpose and comprehension.</p> <p>Partial alignment (specificity): WY is less specific.</p> <p>Strong alignment</p> <p>As above</p>	<p>LA1.1A.6 Students read aloud with fluency in a manner that sounds like natural speech.</p> <p>LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.</p> <p>LA1.1A.5 Students monitor and self-correct for meaning.</p>
<b>Writing (W)</b>		
<b>Text Types and Purposes</b>		
<p>1.W.1 Write opinions in which they introduce the topic or the name of the book they are writing about, state an opinion, and provide a reason for their opinion.</p>	<p>Partial alignment (scope): WY content does not include stating and supporting opinions.</p>	<p>LA1.2A.1 Students write on a topic to communicate ideas.</p> <p>LA1.2A.2 Students begin to demonstrate awareness of openings and closings.</p>
<p>1.W.2 Write informative and explanatory texts in which they name a topic, supply some facts relevant to the topic, and provide some sense of closure.</p>	<p>Partial alignment (implicit): Content is similar, but WY does not emphasize relevant support for the topic.</p>	<p>LA1.2A.1 Students write on a topic to communicate ideas.</p> <p>LA1.2A.2 Students begin to demonstrate awareness of openings and closings.</p>
<b>Text Types and Purposes</b>		
<p>1.W.3 Write narratives in which they include at least two or more appropriately sequenced events, use time cue words to signal event order, and provide some details and a sense of closure.</p>	<p>Partial alignment (specificity): WY is less specific.</p>	<p>LA1.2A.1 Students write on a topic to communicate ideas.</p> <p>LA1.2A.2 Students begin to demonstrate awareness of openings and closings.</p> <p>LA1.2B.2 Students share real-life experiences in writing.</p>
<p>1.W.4 (Begins in grade 3)</p>	<p>N/A</p>	<p>N/A</p>
<b>Production and Distribution of Writing</b>		
<p>1.W.5 With guidance and support from</p>	<p>Partial alignment (specificity):</p>	<p>LA1.2A Students apply writing skills to plan, draft,</p>

adults, add details to strengthen writing as needed through revision.	WY is less specific. WY includes all aspects of the writing process.	revise, and publish writing.
1.W.6 (Begins in grade 2)	N/A	N/A
<b>Research to Build Knowledge</b>		
1.W.7 Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).	No match	
1.W.8 Gather information from experiences or provided text sources to answer a specific question.	Weak alignment (grade level): WY content is in 2 <sup>nd</sup> grade. WY is more specific about types of sources.	LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.
1.W.9 (Begins in grade 4)	N/A	N/A
<b>Range of Writing</b>		
1.W.10 (Begins in grade 4)	N/A	N/A
<b>Speaking and Listening</b>		
<b>Comprehension and Collaboration</b>		
1.SL.1 Initiate and participate in conversations with peers and adults about <i>grade 1 topics and texts</i> being studied in class. a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways. b. Respond to the comments of others through multiple exchanges. c. Ask questions to clear up confusion about a topic.	Weak alignment: WY content explicitly about discussions is in 2 <sup>nd</sup> grade. WY content does not specify rules for discussions or multiple exchanges.	LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.  LA2.3.5 Students contribute in small group discussions.
1.SL.2 Confirm understanding of information presented orally or through media by restating key elements and asking and answering questions about key details.	Partial alignment (grade level): WY content related to restating key facts is in 2 <sup>nd</sup> grade.	LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.  LA2.3.3 Students list important facts after viewing or hearing a selection.

1.SL.3 Ask questions to get information, clarify something that is not understood, or gather additional information.	Partial alignment (specificity): CC specifies purposes for asking questions.	LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.
<b>Presentation of Knowledge and Ideas</b>		
1.SL.4 Describe familiar people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Partial alignment (specificity): CC specifies details and the clarity of expression.	LA1.3.2 Students orally share stories, poetry, and nonfiction or informational texts.  LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
1.SL.5 (Begins in grade 4)	N/A	N/A
1.SL.6 Produce complete sentences when appropriate to task and situation, using correct verb tenses to convey a sense of past, present, and future.	Weak alignment: CC specifies appropriateness of sentence to task or circumstance. WY does not reference correct use of verb tenses until 2 <sup>nd</sup> grade.	LA1.2A.4 Students write simple sentences.  LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.
<b>Language Standards (L)</b>		
<b>Conventions in Writing and Speaking</b>		
1.L.1 Observe conventions of grammar and usage. a. Print all upper- and lowercase letters.  b. Use singular and plural nouns with matching verbs in simple sentences (e.g., He hops; We hop).	Weak alignment: CC specifies the formation of all letters. WY content related to letter formation is in kindergarten.  Partial alignment (grade level): WY content about subject-verb agreement is in 2 <sup>nd</sup> grade.	LAK.2A.1 Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas  LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and

<p>c. Use subject, object, and possessive pronouns in speaking and writing (e.g., I, me, my; they, them, their).</p> <p>d. Use verbs to convey a sense of past, present, and future in writing and speaking (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>e. Understand and use frequently occurring prepositions in English (e.g., during, beyond, toward).</p> <p>f. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences in response to questions and prompts.</p> <p>g. Understand that, minimally, every sentence must be about something (the subject) and tell something (the predicate) about its subject.</p>	<p>Weak alignment: WY content about pronouns is less specific. WY content is in 3rd grade.</p> <p>Weak alignment: WY content about verb tense is less specific. WY content is in 2<sup>nd</sup> grade.</p> <p>Weak alignment: WY content about prepositions is more difficult because it goes beyond frequently used words. WY content is in 4th grade.</p> <p>Weak alignment: WY content is in 4<sup>th</sup> grade. CC specifies sentence types.</p> <p>Partial alignment (implicit): WY</p>	<p>plural nouns, and use of adjectives.</p> <p>LA3.2A.4 Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.</p> <p>LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.</p> <p>LA4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.</p> <p>LA1.2A.4 Students write simple sentences.</p>
---	--	--

	content is similar, with some differences in phrasing and emphasis.	
<p>1.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <p>a. Capitalize names, places, and dates.</p> <p>b. Use end punctuation for sentences, including periods, question marks, and exclamation points.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for common irregular words.</p> <p>e. Use phonetic spellings for untaught words, drawing on phonemic awareness and spelling conventions.</p>	<p>Partial alignment (grade level): Some of the WY content is in 2<sup>nd</sup> grade.</p> <p>Strong alignment</p> <p>Weak alignment: WY content is in 2<sup>nd</sup> grade. CC specifies using commas in dates.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p> <p>No match</p>	<p>LA1.2A.5 Students capitalize the first word of a sentence, names of people, and the pronoun 'I'.</p> <p>LA2.2A.2 Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials or people.</p> <p>LA1.2A.6 Students conclude sentence with proper punctuation such as a period, exclamation point, or question mark.</p> <p>LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.</p> <p>LA1.2A.7 Students apply basic phonological principles to spell words including beginning and ending consonant sounds and easy to hear vowel sounds.</p>

<p>f. Form new words through addition, deletion, and substitution of sound and letters (e.g., an → man → mat → mast → must → rust → crust).</p>	<p>No match</p>	
<p><b>Vocabulary Acquisition and Use</b></p>		
<p>1.L.4 Determine word meanings (<i>based on grade 1 reading</i>).</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Use sentence-level context as a clue to the meaning of an unknown word.</p> <p>c. Use common affixes in English as a clue to the meaning of an unknown word.</p> <p>d. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>e. Demonstrate understanding of the concept of multiple-meaning words (e.g., match, kind, play) by identifying meanings of some grade-</p>	<p>No match</p> <p>Strong alignment</p> <p>Partial alignment (grade level): WY content is in 2<sup>nd</sup> grade</p> <p>No match</p> <p>Weak alignment: WY content is in 3<sup>rd</sup> grade and is less specific.</p>	<p>LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.</p> <p>LA2.1A.1 Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.</p> <p>LA3.1A.1 Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.</p>

appropriate examples of such words.		
1.L.5 Understand word relationships. a. Build real-life connections between words and their use (e.g., note places at home that are cozy).  b. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining, choosing, or acting out the meanings.	Weak alignment: WY content is in the 2 <sup>nd</sup> grade. WY content is less specific.  Partial alignment (specificity): CC specifies distinguishing among synonymous verbs and adjectives.	LA2.1A.5 Students make connections with the text.  LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
1.L.6 Use newly learned words acquired through conversations, reading, and responding to texts.	Partial alignment (scope): WY does not explicitly include reading as a means for vocabulary acquisition.	LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.
<b>Grade 2</b>		
<b>Reading Standards for Literature (RL)</b>		
<b>Key Ideas and Details</b>		
2.RL.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details and events in a text.	Partial alignment (scope): WY content does not include questioning.	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.
2.RL.2 Paraphrase stories, fables, folktales, or myths from diverse cultures and determine their lessons or morals.	Strong alignment	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.  LA2.1B.3 Students read a variety of literary genres such as storybooks, poems, fairy tales, narratives, and fables.
2.RL.3 Describe how characters in a story respond to key events and conflicts.	Partial alignment (grade level): WY content is in 3 <sup>rd</sup> grade.	LA3.1B.2 Students determine characters' traits by their actions and by how they are portrayed by the author and illustrator.

<b>Craft and Structure</b>		
2.RL.4 Identify words and phrases (e.g., regular beats, rhymes, and repeated lines) that supply rhythm and meaning in a story, poem, or song.	Weak alignment: WY content is in 4 <sup>th</sup> grade. Content is similar with some differences in phrasing and emphasis.	LA4.1B.2 Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.
2.RL.5 Refer to core elements of stories, plays, and myths, including characters, settings, and plots, when writing or speaking about a specific text.	Weak alignment: WY content is in 3 <sup>rd</sup> grade. WY content is similar, with some difference in emphasis and phrasing.	LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.
2.RL.6 Distinguish between characters by speaking in a different voice for each character when reading aloud.	Partial alignment (specificity): CC specifies expression when reading dialogue.	LA2.3.4 Students read aloud fluently and accurately with appropriate intonation and expression.
<b>Integration of Knowledge and Ideas</b>		
2.RL.7 Explain how images and illustrations contribute to and clarify a story.	Weak alignment: WY content is in kindergarten. Content is similar with some difference in emphasis and phrasing.	LAK.1A.6 Students use pictures and illustrations to understand text and to make predictions.
2.RL.8 (Not applicable to literature)	N/A	N/A
2.RL.9 Compare and contrast characters or events from different stories addressing similar themes.	Strong alignment	LA2.1B.1 Students compare and contrast plots, characters, and settings presented by different authors.
<b>Range and Level of Text Complexity</b>		
2.RL.10 Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level/complexity beyond genre types.	LA2.1B.3 Students read a variety of literary genres such as storybooks, poems, fairy tales, narratives, and fables.  LA2.3.4 Students read aloud fluently and accurately with appropriate intonation and expression.
<b>Reading Standards for Informational Text (RI)</b>		
<b>Key Ideas and Details</b>		
2.RI.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key	Partial alignment (scope): WY content does not include questioning.	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.

information and events in a text.		
2.RI.2 Identify the main focus of a multiparagraph text as well as that of specific paragraphs within the text.	Partial alignment (implicit): WY content is similar, with some difference in phrasing.	LA2.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts and demonstrate through retelling.
2.RI.3 Describe the connection between two or more historical events or scientific concepts in a text.	No match	
<b>Craft and Structure</b>		
2.RI.4 Learn and determine the meanings of words and phrases encountered in text relevant to a <i>grade 2 topic or subject area</i> .	No match	
2.RI.5 Know and use various text features (e.g., captions, headings, tables of contents, glossaries, indexes, electronic menus, icons) to locate key facts or information.	Weak alignment: WY content is in 2 <sup>nd</sup> –4 <sup>th</sup> grades; WY does not include all types of text features referenced in the CC.	LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.  LA3.1C.3 Students locate information using a table of contents or glossary.  LA4.1C.3 Students locate information using table of contents, index, or glossary.
2.RI.6 Identify the main purpose of a text, including what question the author aims to answer or what the author aims to explain or describe.	Weak alignment (grade level): WY content is in 4 <sup>th</sup> grade; WY content appears under literature, not informational text.	LA4.1B.6 Students understand author’s purpose and elements that help to achieve that purpose such as language, form, setting, specific information and details, and persuasive techniques.
<b>Integration of Knowledge and Ideas</b>		
2.RI.7 Explain how images and illustrations contribute to and clarify a text.	Weak alignment: WY content is in kindergarten. Content is similar with some difference in emphasis and phrasing.	LAK.1A.6 Students use pictures and illustrations to understand text and to make predictions.
2.RI.8 Describe how specific causes link key events or ideas together in a text.	Partial alignment (grade level): WY content is in 5 <sup>th</sup> grade.	LA5.1A.5 Students understand cause and effect relationships.
2.RI.9 Describe similarities in and differences between two texts on the same topic.	Partial alignment (grade level): WY content is in 3 <sup>rd</sup> grade.	LA3.1C.2 Students compare and contrast information on the same topic after reading several passages or articles.

<b>Range and Level of Text Complexity</b>		
2.RI.10 Read informational texts independently, proficiently, and fluently within the grades 2–3 text complexity band; read texts at the high end of the range with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	LA2.1C.4 Students read nonfiction, such as biographies and graphics.  LA2.3.4 Students read aloud fluently and accurately with appropriate intonation and expression.
<b>Reading Standards: Foundational (RF) shading</b>		
<b>Phonics and Word Recognition</b>		
2.RF.1 (Not applicable)	N/A	N/A
2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one syllable words (e.g., <i>hop</i> vs. <i>hope</i> , <i>men</i> vs. <i>mean</i> , <i>fell</i> vs. <i>feel</i> , <i>bend</i> vs. <i>bead</i> ).  b. Know spelling-sound correspondences for additional common vowel teams (e.g., <i>loud</i> , <i>cow</i> , <i>look</i> , <i>loop</i> , <i>boy</i> , <i>boil</i> ).  c. Decode regularly spelled two-syllable words with long vowels (e.g., <i>surprise</i> , <i>remain</i> , <i>needle</i> , <i>baby</i> , <i>paper</i> ).  d. Decode words with common prefixes and suffixes (e.g., <i>unhappy</i> , <i>carefully</i> , <i>goodness</i> , <i>unbutton</i> ).	Partial alignment (implicit): WY content focuses on phonological rules for spelling.  Partial alignment (implicit): WY content focuses on phonological rules for spelling.  Weak alignment: WY content is in kindergarten. WY content is less specific.  Strong alignment	LA2.2A.3 Students apply sound-symbol relationships to spelling.  LA2.2A.3 Students apply sound-symbol relationships to spelling.  LAK.1A.11 Students match voice with print, associating syllables, words, and phrases with their written form.  LA2.1A.1 Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.  LA2.2A.3 Students apply sound-symbol relationships to spelling.

<p>e. Identify words with inconsistent but common spelling-sound correspondences (e.g., <i>heat</i> vs. <i>head</i>, <i>roll</i> vs. <i>doll</i>, <i>hint</i> vs. <i>hind</i>).</p> <p>f. Recognize and read grade appropriate irregularly spelled words (e.g., <i>through</i>, <i>eyes</i>, <i>busy</i>, <i>ocean</i>, <i>island</i>, <i>people</i>).</p>	<p>Weak alignment: Content is similar, with significant differences in phrasing and emphasis.</p> <p>No match</p>	
<b>Fluency</b>		
<p>2.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.</p>	<p>Partial alignment (scope): WY content includes comprehension strategies.</p> <p>Strong alignment</p> <p>Partial alignment (grade level): WY content is in 1st grade.</p>	<p>LA2.1A.4 Students set a purpose for reading and use such comprehension strategies as visualizing and inferring.</p> <p>LA2.3.4 Students read aloud fluently and accurately with appropriate intonation and expression.</p> <p>LA1.1A.5 Students monitor and self-correct for meaning.</p>
<b>Writing (W)</b>		
<b>Text Types and Purposes</b>		
<p>2.W.1 Write opinions in which they introduce the topic or book(s) directly, state an opinion, provide reasons and details to support opinions, use words to link opinions and reason(s) (e.g., <i>because</i>, <i>and</i>, <i>also</i>), and provide a sense of closure.</p>	<p>No match</p>	

2.W.2 Write informative and explanatory texts in which they introduce a topic, use facts and definitions to develop points, present similar information together using headers to signal groupings when appropriate, and provide a concluding sentence or section.	Partial alignment (grade level): WY content is in 3 <sup>rd</sup> grade; WY content is less specific.	LA3.2B.3 Students write reports using research.  LA3.2A.2 Students write a paragraph with simple topic sentence and supporting details.
2.W.3 Write narratives in which they recount a well-elaborated event or series of events, use temporal words and phrases to signal event order, include details to tell what the narrator did, thought, and felt, and provide closure.	Weak alignment: WY content is less specific WY is less difficult because it requires a simple story plot rather than a well-elaborated event.	LA2.2B.3 Students write a simple story with a beginning, middle, and end.
<b>Production and Distribution of Writing</b>		
2.W.4 (Begins in grade 3)	N/A	N/A
2.W.5 With guidance from adults, strengthen writing as needed by revising and editing.	Partial alignment (specificity): WY content specifies revision strategies.	LA2.2A.5 Students use strategies to draft and revise written work such as focusing on one topic; maintaining consistent focus; using elements of a specific genre; checking for clarity, content, organization, and relevant and descriptive details.
2.W.6 With guidance from adults, use technology to produce writing.	Strong alignment	LA2.2A.6 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, spelling, and sentence structure; sharing final copy with others; and using available technology to publish work.
<b>Research to Build Knowledge</b>		
2.W.7 Participate in shared research and writing projects (e.g., exploring a number of books on a given topic).	Weak alignment: WY content does not include shared research and writing.	LA2.2B.4 Students create and share information using lists, posters, and personal experience reports.  LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.
2.W.8 Gather information from experiences or provided text sources to answer a specific question.	Partial alignment (Implicit): WY is similar, with some difference in phrasing.	LA2.1C.3 Students use a variety of sources to gather information, such as table of contents, charts, informational books, and guest speakers.

2.W.9 (Begins in grade 4)		
<b>Range of Writing</b>		
2.W.10 (Begins in grade 4)		
<b>Speaking and Listening Standards (SL)</b>		
<b>Comprehension and Collaboration</b>		
<p>2.SL.1 Engage in group discussions on <i>grade 2 topics and texts</i> being studied in class.</p> <p>a. Follow agreed-upon rules for discussions, such as listening to others, speaking one at a time, and gaining the floor in respectful ways.</p> <p>b. Stay on topic by linking their own additions to the conversation to the previous remarks of others.</p> <p>c. Ask for clarification and further explanation as needed.</p> <p>d. Extend their ideas and understanding in light of the discussions.</p>	<p>Partial alignment (specificity): WY content is less specific.</p> <p>Partial alignment (grade level): WY content is in 8<sup>th</sup> grade.</p> <p>No match</p> <p>Partial alignment (grade level): WY content is in 8<sup>th</sup> grade.</p>	<p>LA2.3.2 Students communicate information, stay on topic, and use appropriate volume. LA2.3.5 Students contribute in small group discussions.</p> <p>LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments.</p> <p>LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments.</p>
2.SL.2 Retell key details or ideas presented orally or through media.	Strong alignment	LA2.3.3 Students list important facts after viewing or hearing a selection.
2.SL.3 Ask and answer questions about information presented orally or visually in order to deepen their understanding or clarify comprehension.	Partial alignment (grade level): WY content is found in 1 <sup>st</sup> and 3 <sup>rd</sup> grades.	<p>LA1.3.3 Students respond in a variety of ways after viewing or hearing a selection such as drawing a picture or asking related questions.</p> <p>LA3.3.1 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.</p>
<b>Presentation of Knowledge and Ideas</b>		
2.SL.4 Recount stories or experiences	Partial alignment (specificity):	LA2.3.3 Students list important facts after viewing

with appropriate facts and descriptive details.	CC specifies stories and descriptive details.	or hearing a selection.
2.SL.5 (Begins in grade 4)	N/A	N/A
2.SL.6 Produce complete sentences when appropriate to task and situation to provide requested detail or clarification, ensuring subject-verb agreement and correct use of irregular plural nouns.	No match	
<b>Language Standards (L)</b>		
<b>Conventions in Writing and Speaking</b>		
2.L.1 Observe conventions of grammar and usage. a. Form common irregular plural nouns (e.g., feet, children, teeth, mice, fish).  b. Form the past tense of common irregular verbs (e.g., sat, hid, told).  c. Produce and expand complete declarative, interrogative, imperative, and exclamatory sentences.  d. Produce and expand complete sentences to provide requested detail or clarification.	Partial alignment (specificity): WY content is less specific.  As above  Partial alignment (specificity): WY content is less specific.  As above	LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.  As above  LA2.2B.2 Students write descriptive sentences.  As above
2.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Capitalize holidays, product names, geographic names, and important words in titles.	Strong alignment	LA2.2A.2 Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles

<p>b. Use commas in greetings and closings of letters.</p>	<p>Weak alignment (implicit): WY content is similar, with some difference in phrasing. Some WY content is in 3<sup>rd</sup> grade.</p>	<p>and initials or people.</p> <p>LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.</p> <p>LA3.2B.1 Students write and share personal and formal letters including date, salutation, body, closing, and signature.</p>
<p>c. Use apostrophes to form contractions and common possessives.</p>	<p>Partial alignment (grade level): WY content is in 4<sup>th</sup> grade.</p>	<p>LA4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.</p>
<p>d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil; paper → copper).</p>	<p>No match</p>	
<p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Partial alignment (grade level): WY content is in 3<sup>rd</sup> grade.</p>	<p>LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.</p>
<p><b>Vocabulary Acquisition and Use</b></p>		
<p>2.L.3 (Begins in grade 3)</p>	<p>N/A</p>	<p>N/A</p>
<p>2.L.4 Determine word meanings (<i>based</i></p>	<p>Weak alignment: WY content</p>	<p>LA2.1A.1 Students use basic elements of</p>

<p><i>on grade 2 reading</i>).</p> <p>a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word’s sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.</p> <p>b. Explain the meaning of grade-appropriate compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>	<p>is similar, with some differences in phrasing and emphasis. WY content is less specific.</p>	<p>structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.</p>
<p>2.L.5 Understand word relationships.</p> <p>a. Build real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>b. Distinguish shades of meaning among related verbs (e.g., toss, throw, hurl) and related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Partial alignment (specificity): CC specifies real-life connections and provides examples.</p> <p>Weak alignment: WY content is in 1<sup>st</sup> grade; CC specifies distinguishing among synonymous verbs and</p>	<p>LA2.1A.5 Students make connections with the text.</p> <p>LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.</p>

	adjectives.	
2.L.6 Use newly learned words acquired through conversations, reading, and responding to texts.	No match	
<b>Grade 3</b>		
<b>Reading Standards for Literature (RL)</b>		
<b>Key Ideas and Details</b>		
3.RL.1 Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	No match	
3.RL.2 Use key supporting details in stories, fables, folktales, or myths from diverse cultures to determine the lessons or morals.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.1A.2 Students comprehend main idea and supporting details.
3.RL.3 Describe the main characters in a story (e.g., their traits, motivations, or feelings) and explain how they contribute to the sequence of events.	Partial alignment (scope): WY content does not address the effect of characters' traits on sequence of events.	LA3.1B.2 Students determine characters' traits by their actions and by how they are portrayed by the author and illustrator.
<b>Craft and Structure</b>		
3.RL.4 Interpret key words and phrases in a text, distinguishing literal from figurative language.	Partial alignment (scope): CC content is more difficult. WY content calls for recognition; CC content requires interpretation and differentiation.	LA3.1B.3 Students recognize use of descriptive language.
3.RL.5 Demonstrate understanding of common features of legends, myths, and folk- and fairytales (e.g., heroes and villains; quests or challenges) when writing or speaking about classic stories from around the world.	Partial alignment (grade level): WY content is in 4 <sup>th</sup> grade.	LA4.1B.4 Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.
3.RL.6 Distinguish their own point of view from those of characters in a story.	Partial alignment (specificity): WY content is less specific.	LA3.1A.5 Students make connections among texts and themselves.
<b>Integration of Knowledge and Ideas</b>		

3.RL.7 Use information from illustrations and other visual elements in a text with the words to develop an understanding of the setting, characters, and plot.	Partial alignment (implicit): WY content is similar, with some differences in emphasis and phrasing.	LA3.1A.3 Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.
3.RL.8 (Not applicable to literature)	N/A	N/A
3.RL.9 Compare and contrast the plots, settings, and themes of stories written by the same author about the same or similar characters (e.g., in books from a series).	No match	
<b>Range and Level of Text Complexity</b>		
3.RL.10 Read literature independently, proficiently, and fluently within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–5 text complexity band with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types. WY specifies strategies for students that enable students to read independently.	LA3.1A.4 Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines.  LA3.1B.4 Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales, and legends.
<b>Reading Standards for Informational Text (RI)</b>		
<b>Key Ideas and Details</b>		
3.RI.1 Ask and answer questions to demonstrate understanding of a text, explicitly using the text as the basis for the answers.	No match	
3.RI.2 Determine the main idea of a text and explain how it is supported by the key details.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.1C.1 Students distinguish the main idea and supporting details in grade-level-appropriate expository text.
3.RI.3 Describe the relationship between historical or scientific events or ideas in a text, using knowledge of connective devices that pertain to time, sequence, and cause and effect.	No match	
<b>Craft and Structure</b>		

3.RI.4 Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a <i>grade 3 topic or subject area</i> .	Partial alignment (grade level): WY content is in 4 <sup>th</sup> grade.	LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.
3.RI.5 Use text features (e.g., bold print, key words, topic sentences, hyperlinks, electronic menus, icons) to locate information quickly and efficiently.	Partial alignment (scope): WY does not include the same number of text features.	LA3.1C.3 Students locate information using a table of contents or glossary.
3.RI.6 Compare what is presented in a text with relevant prior knowledge and beliefs, making explicit what is new or surprising.	Weak alignment: WY content is less specific. Some of WY content is in 4 <sup>th</sup> grade.	LA3.1A.5 Students make connections among texts and themselves.  LA4.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.
<b>Integration of Knowledge and Ideas</b>		
3.RI.7 Integrate information from illustrations and other visual elements (e.g., maps, photographs) in print and digital texts as an aid to understanding where, when, why, and how key events occur.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.1A.3 Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.  LA3.1C.4 Students interpret simple maps, charts, and graphs.
3.RI.8 Describe the logical connection between paragraphs and between sentences in a text (e.g., comparison, sequence, example).	Weak alignment (implicit): Content is similar, but there is significant differences in phrasing and emphasis.	LA4.1C.4 Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).
3.RI.9 Compare and contrast information drawn from two texts on the same subject.	Strong alignment	LA3.1C.2 Students compare and contrast information on the same topic after reading several passages or articles.
<b>Range and Level of Text Complexity</b>		
3.RI.10 Read informational texts independently, proficiently, and fluently	Partial alignment (scope): WY does not include a means for	LA3.1C.6 Students read nonfiction texts such as biographies.

within the grades 2–3 text complexity band; read “stretch” texts in the grades 4–5 text complexity band with scaffolding as needed.	determining text level or complexity beyond genre types.	LA3.1C.7 Students are familiar with a variety of informational modes, such as books by the same author, demonstrations, and children’s news publications.
<b>Reading Standards: Foundational (RF)</b>		
<b>Phonics and Word Recognition</b>		
<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>).</p> <p>b. Decode words with common Latin suffixes (e.g., <i>-tion/-sion</i>, <i>-ture</i>, <i>-tive/-sive</i>, <i>-ify</i>, <i>-ity</i>, <i>-ment</i>).</p> <p>c. Decode multisyllable words (e.g., <i>supper</i>, <i>chimpanzee</i>, <i>refrigerator</i>, <i>terrible</i>, <i>frightening</i>).</p> <p>d. Read grade-appropriate irregularly spelled words (e.g., <i>although</i>, <i>science</i>, <i>stomach</i>, <i>machine</i>).</p>	<p>Weak alignment: WY content is in 2<sup>nd</sup> grade. CC content is more specific.</p> <p>As above</p> <p>Weak alignment: Content is similar, with significant differences in emphasis and phrasing.</p> <p>No match</p>	<p>LA2.1A.1 Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.</p> <p>As above</p> <p>LA3.1A.1 Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.</p>
<b>Fluency</b>		
<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p>	Strong alignment	LA3.1A.4 Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines.

<p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings</p> <p>c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.</p>	<p>Strong alignment</p> <p>Weak alignment: WY content is in 1<sup>st</sup> grade. Content is similar with some differences in phrasing.</p>	<p>LA3.3.4 Students read aloud narrative and expository text fluently and accurately with appropriate pacing, intonation, and expression.</p> <p>LA1.1A.1 Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.</p> <p>LA1.1A.5 Students monitor and self-correct for meaning</p>
<p><b>Writing Standards (W)</b></p>		
<p><b>Text Types and Purposes</b></p>		
<p>3.W. 1 Write opinions in which they:</p> <p>a. Introduce the topic or book(s) directly, state an opinion relative to the topic, and create an organizing structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use appropriate words to link opinions and reason(s) (e.g., because, therefore, in order to, since, for example).</p> <p>d. Provide a sense of closure.</p>	<p>Partial alignment (implicit): Content is similar, with some differences in phrasing.</p> <p>Partial alignment (implicit): Content is similar, with some differences in emphasis.</p> <p>Partial alignment (grade level): WY content is in 5<sup>th</sup> grade.</p>	<p>LA3.2B.4 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.</p> <p>LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.</p> <p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p> <p>As above</p>

	As above	
<p>3.W.2 Write informative/explanatory pieces in which they:</p> <p>a. Introduce a topic and create an organizational structure that presents similar information together.</p> <p>b. Provide some details to develop points.</p> <p>c. Use linking words (e.g., also, another, and, more) to connect ideas within categories of information.</p> <p>d. Include a concluding sentence or section.</p>	<p>Partial alignment (specificity): WY content does not specify linking words or concluding sentence</p> <p>Partial alignment (implicit): Content is similar, with some differences in emphasis.</p> <p>Partial alignment (grade level): WY content is in 5<sup>th</sup> grade.</p> <p>As above</p>	<p>LA3.2A.2 Students write a paragraph with simple topic sentence and supporting details.</p> <p>LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.</p> <p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p>
<p>3.W.3 Write narratives in which they:</p> <p>a. Establish a situation, introduce a narrator and/or characters, and organize an event sequence that unfolds naturally.</p> <p>b. Employ dialogue and descriptions of characters' actions, thoughts, and feelings.</p> <p>c. Use temporal words and</p>	<p>Partial alignment (grade level): WY content is in 6<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 6<sup>th</sup> grade.</p> <p>As above</p>	<p>LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as:</p> <p>a. Establishing appropriate point of view;</p> <p>b. Including sensory detail and concrete language; and</p>

<p>phrases to signal event sequence.</p> <p>d. Provide a sense of closure.</p>	<p>Partial alignment (grade level): WY content is in 5<sup>th</sup> grade.</p>	<p>c. Using a range of narrative devices including dialogue and suspense.</p> <p>As above</p> <p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p>
<b>Production and Distribution of Writing</b>		
3.W.4 (Begins in grade 4)	N/A	N/A
3.W.5 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.	Partial alignment (specificity): WY content specifies revision strategies.	LA3.2A.5 Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details.
3.W.6 With guidance and support from adults, use technology to produce and publish writing.	Strong alignment	<p>LA3.2A.6 Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.</p> <p>LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.</p>
<b>Research to Build Knowledge</b>		
3.W.7 Perform short, focused research tasks that build knowledge about a topic.	Strong alignment	LA3.2B.3 Students write reports using research.
3.W.8 Gather information from experience as well as print and digital resources, take simple notes on sources, and sort evidence into provided categories.	Partial alignment (grade level): WY content is in 4 <sup>th</sup> grade	LA4.2B.3 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.

3.W.9 (Begins in 4 <sup>th</sup> grade)	N/A	N/A
<b>Range of Writing</b>		
3.W.10 (Begins in 4 <sup>th</sup> grade)	N/A	N/A
<b>Speaking and Listening Standards (SL)</b>		
<b>Comprehension and Collaboration</b>		
<p>3.SL.1 Initiate and engage in group discussions on <i>grade 3 topics and texts</i> being studied in class.</p> <p>a. Follow agreed-upon rules for discussions and carry out assigned roles in small-group discussions.</p> <p>b. Pose relevant questions and link their own additions to the conversation to the previous remarks of others.</p> <p>c. Extend their ideas and understanding in light of the discussions.</p>	<p>Partial alignment (specificity): CC content specifies assigned roles.</p> <p>Partial alignment (grade level): Some of WY content is in 5<sup>th</sup> grade.</p> <p>No match</p>	<p>LA3.3.5 Students speak and listen cooperatively in small groups.</p> <p>LA3.3.1 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.</p> <p>LA5.3.3 In small group discussion, students ask relevant questions to determine purpose or clarify meaning.</p>
3.SL.2 Identify the main ideas and supporting details of information presented graphically, visually, orally, or multimodally.	Weak alignment: Some WY content is in 2 <sup>nd</sup> grade. Content is similar with some differences in emphasis and phrasing.	<p>LA2.3.3 Students list important facts after viewing or hearing a selection.</p> <p>LA3.1C.4 Students interpret simple maps, charts, and graphs.</p>
3.SL.3 Ask and answer questions about presentations, offering appropriate elaboration and detail.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.3.1 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.

<b>Presentation of Knowledge and Ideas</b>		
3.SL.4 Report on a topic or recount stories or experiences with appropriate facts and descriptive details.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.3.3 Students use clear and specific vocabulary to communicate ideas, establish tone, and present information.
3.SL.5 (Begins in grade 4)	N/A	N/A
3.SL.6 Speak coherently, employing a variety of tenses and ensuring subject-verb and pronoun-antecedent agreement.	No match	
<b>Language Standards (L)</b>		
<b>Conventions in Writing and Speaking</b>		
3.L.1 Observe conventions of grammar and usage. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.  b. Form and use the simple (e.g., I walked, I walk, I will walk) verb tenses.  c. Ensure subject-verb and pronoun-antecedent agreement.  d. Produce simple, compound, and complex sentences.	Partial alignment (grade level): WY content is in 2 <sup>nd</sup> grade.  As above  As above  Partial alignment (specificity): CC specifies types of sentences.	LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.  As above  As above  LA3.2A.3 Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.
3.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use correct capitalization.	Partial alignment (specificity): WY	LA3.2A.4 Students use grade-level-

<p>b. Use quotation marks in dialogue.</p> <p>c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>e. Consult reference materials, including dictionaries, as needed to check and correct spellings.</p>	<p>specifies holidays and historical periods.</p> <p>No match</p> <p>Partial alignment (specificity): CC content specifies using suffixes and patterns to spell high-frequency words.</p> <p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p>	<p>appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.</p> <p>LA3.2A.4 Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.</p> <p>LA3.2A.6 Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.</p>
<p>3.L.3 Make effective language choices. a. Use words for effect.*</p>	<p>Partial alignment (grade level): WY content is in 4<sup>th</sup> grade.</p>	<p>LA4.2A.3 Students use descriptive and original words and show evidence of voice.</p>
<b>Vocabulary Acquisition and Use</b>		
<p>3.L.4 Determine word meanings (<i>based on grade 3 reading</i>). a. Determine or clarify the meaning of unknown or multiple-</p>	<p>Partial alignment (specificity): CC specifies using syntax.</p>	<p>LA3.1A.1 Students use knowledge of less common vowel patterns,</p>

<p>meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>d. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Partial alignment (grade level): WY content is in 4<sup>th</sup> grade.</p> <p>As above</p> <p>No match</p>	<p>syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.</p> <p>LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.</p> <p>LA4.1A.7 Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.</p> <p>As above</p>
<p>3.L.5 Understand word relationships.</p> <p>a. Build real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected,</p>	<p>Partial alignment (grade level): WY content is in 2<sup>nd</sup> grade.</p> <p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p>	<p>LA2.1A.5 Students make connections with the text.</p> <p>LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms,</p>

heard, wondered).		antonyms, and homonyms; and common figures of speech.
3.L.6 Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA3.3.3 Students use clear and specific vocabulary to communicate ideas, establish tone, and present information.  LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.
<b>Grade 4</b>		
<b>Reading Standards for Literature (RL) shading</b>		
<b>Key Ideas and Details</b>		
4.RL.1 Draw on details and examples from a text to support statements about the text.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA4.1A.1 Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail.  LA4.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.
4.RL.2 Summarize a text and derive a theme of a story, drama, or poem from details in the text.	Partial alignment (grade level): WY content related to theme is in 7 <sup>th</sup> grade.	LA4.1A.5 Students demonstrate understanding by summarizing.  LA7.1B.1 Students explain connections between setting, plot, theme, and characterization.
4.RL.3 Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character's thoughts, words, deeds, or interactions	Weak alignment: CC includes events and setting. CC specifies using details about character's thoughts, words, deeds, or interactions with others. WY specifies	LA4.1B.1 Students use knowledge of situation, setting and a character's traits and motivations to determine the causes for that character's actions.

with others).	character motivation.	
<b>Craft and Structure</b>		
4.RL.4 Understand words and phrases in a text that allude to significant characters found in mythology (e.g., <i>Herculean</i> ), drawing on a wide reading of classic myths from a variety of cultures and periods.	Partial alignment (grade level): WY content is in 11 <sup>th</sup> grade.	LA11.1A.2 Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.
4.RL.5 Explain major differences between poems and prose, and refer to the structural elements of poems (e.g., stanza, verse, rhythm, meter) when writing or speaking about specific poems.	Partial alignment (specificity): CC specifies structural elements of poetry.	LA4.1B.4 Students know the defining characteristics of a variety of literary texts such as poetry, biographies, historical fiction, fiction, fairy tales, fables, narratives from different cultures, drama, nonfiction, myths, folk tales, and legends.
4.RL.6 Compare the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Weak alignment: WY content is in 7 <sup>th</sup> grade; WY content is less specific.	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
<b>Integration of Knowledge and Ideas</b>		
4.RL.7 Integrate information from several illustrations and other visual elements in a text with the words to develop an understanding of how the setting and characters change and the plot develops.	Weak alignment: WY content is in 3 <sup>rd</sup> grade. CC content is more specific about using multiple illustrations.	LA3.1A.3 Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.
4.RL.8 (Not applicable to literature)	N/A	N/A
4.RL.9 Compare and contrast thematically similar tales, myths, and accounts of events from various cultures.	Weak alignment: WY content is in 2 <sup>nd</sup> and 8 <sup>th</sup> grade; Content is similar, but there is a significant difference in phrasing and emphasis.	LA2.1B.1 Students compare and contrast plots, characters, and settings presented by different authors.  LA8.1A.3 Students use strategies such as setting a purpose, predicting,

		cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.
<b>Range and Level of Text Complexity</b>		
4.RL.10 Read literature independently, proficiently, and fluently in the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	LA4.1B.3 Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, narratives from different cultures, drama, literature anthologies, myths, folk tales, and legends.
<b>Reading Standards for Informational Text (RI)</b>		
<b>Key Ideas and Details</b>		
4.RI.1 Draw on details and examples from a text to support statements about the text.	Partial alignment (implicit): WY content is similar, with some difference in phrasing and emphasis.	LA4.1A.1 Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail.  LA4.1C.4 Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).
4.RI.2 Determine the main idea and supporting details of a text; summarize the text.	Strong alignment	LA4.1A.1 Students demonstrate understanding in their reading of grade-level-appropriate texts based on retelling main idea and supporting detail.  LA4.1C.4 Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).  LA4.1A.5 Students demonstrate understanding by summarizing.

		LA4.1C.2 Students summarize important information.
4.RI.3 Describe the sequence of events in an historical or scientific account, including what happened and why, based on specific information in a text.	No match	
<b>Craft and Structure</b>		
4.RI.4 Learn and determine the meanings of general academic language and domain-specific words or phrases encountered in a text relevant to a <i>grade 4 topic or subject area</i> .	Partial alignment (implicit): WY content is similar, with some difference in phrasing.	LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.
4.RI.5 Use text features and search tools to locate and process information relevant to a given topic.	Strong alignment	LA4.1A.9 Students use text organizers such as type, headings, and graphics to predict and categorize information.  LA4.1C.3 Students locate information using table of contents, index, or glossary.
4.RI.6 Compare an eyewitness account to a secondhand account of the same event or topic.	No match	
<b>Integration of Knowledge and Ideas</b>		
4.RI.7 Interpret factual information presented graphically or visually (e.g., in charts, diagrams, time lines, animations, and interactive elements) and explain how the information contributes to understanding a print or digital text.	Partial alignment (implicit): Content is similar with some differences in emphasis and phrasing.	LA4.1A.9 Students use text organizers such as type, headings, and graphics to predict and categorize information.
4.RI.8 Explain how an author uses evidence to support his or her claims in a text.	Partial alignment (implicit): WY content is similar, with some difference in phrasing.	LA4.1C.4 Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).
4.RI.9 Describe how two or more texts on the same subject build on one another;	Weak alignment: WY content is in 5 <sup>th</sup> grade; WY content is less difficult.	LA5.1C.1 Students locate and use information from multiple sources.

provide a coherent picture of the information they convey.		
<b>Range and Level of Text Complexity</b>		
4.RI.10 Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read texts at the high end of the range with scaffolding as needed.	Weak alignment (scope): WY does not include a means for determining text complexity beyond genre types. WY specifies the attributes of reading fluency.	LA4.1C.1 Students read a variety of non-fiction and informational texts.  LA4.1A.10 Students read narrative and expository text aloud with level-appropriate fluency and accuracy with appropriate pacing, intonation, and expression.
<b>Writing Standards (W)</b>		
<b>Text Types and Purposes</b>		
4.W.1 Write opinions in which they: <ul style="list-style-type: none"> <li>a. Introduce an opinion about a concrete issue or topic and create an organizing structure where related ideas are grouped to support the writer’s purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link reasons and details together using words and phrases (e.g., <i>so, then, for instance, in addition</i>).</li> <li>d. Adopt an appropriate style for sharing and defending an opinion.</li> </ul>	<p>Partial alignment (grade level): CC content is in 6<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 3<sup>rd</sup> grade.</p> <p>Weak alignment: WY content is in 5<sup>th</sup> grade. CC content specifies transitions for linking opinions to reasons.</p> <p>No match</p> <p>Partial alignment (implicit): Content is similar, with some differences in phrasing</p>	<p>LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.</p> <p>LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.</p> <p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p>

<p>e. Provide a concluding statement or section.</p>		<p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p>
<p>4.W.2 Write informative/explanatory pieces in which they:</p> <p>a. State the topic clearly and group related information in paragraphs and sections.</p> <p>b. Develop the topic using facts, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate links to join ideas within categories of information.</p> <p>d. Employ domain-specific vocabulary when appropriate.</p> <p>e. Provide a conclusion related to the information or explanation offered.</p>	<p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p> <p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p> <p>Partial alignment (grade level): WY content is in 5<sup>th</sup> grade.</p> <p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p> <p>Partial alignment (grade level): WY content is in 5<sup>th</sup> grade.</p>	<p>LA4.2B.3 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.</p> <p>LA4.2A.6 Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.</p> <p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p> <p>LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.</p> <p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p>
<p>4.W.3 Write narratives in which they:</p> <p>a. Orient the reader by establishing a situation, introduce a narrator and/or</p>	<p>Partial alignment (grade level): WY content is in 5<sup>th</sup> grade.</p>	<p>LA5.2B.2 Students write and share literary texts (personal narratives, journals, poetry, fictional stories) using</p>

<p>characters, and organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques such as dialogue and description to develop events and show the characters' external behaviors and internal responses to events.</p> <p>c. Use a variety of temporal words and phrases to manage the sequence of events.</p> <p>d. Use concrete and sensory words and phrases to convey events and experiences precisely.</p> <p>e. Provide a satisfying conclusion that follows from the narrative's events.</p>	<p>Partial alignment (grade level): WY content is in 5<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 7<sup>th</sup> grade.</p>	<p>level-appropriate strategies such as:</p> <ul style="list-style-type: none"> <li>a. Developing a clear story line in sequence;</li> <li>b. Using descriptive words and phrases; and</li> <li>c. Developing character, setting, and plot.</li> </ul> <p>LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as:</p> <ul style="list-style-type: none"> <li>a. Establishing appropriate point of view;</li> <li>b. Including sensory detail and concrete language; and</li> <li>c. Using a range of narrative devices including dialogue and suspense.</li> </ul> <p>LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</p>
<p><b>Production and Distribution of Writing</b></p>		
<p>4.W.4 Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p>	<p>LA4.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.</p>

		LA5.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.
4.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, and editing.	Partial alignment (specificity): WY specifies the types of revision strategies used.	<p>LA4.2A.5 Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus of a topic, identifying prior knowledge, and developing a plan for gathering information.</p> <p>LA4.2A.7 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.</p> <p>LA4.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such a word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.</p> <p>LA4.2A.9 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit and proofread such as dictionaries, spell checker, and style manuals.</p>
4.W.6 With guidance and support from	Partial alignment (grade level): Some WY	LA3.2A.6 Students use strategies to

<p>adults, use technology to produce, publish, and interact with others about writing.</p>	<p>content is in 3<sup>rd</sup> grade.</p>	<p>edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.</p> <p>LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.</p> <p>LA4.2A.9 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit and proofread such as dictionaries, spell checker, and style manuals.</p>
<p><b>Research to Build Knowledge</b></p>		
<p>4.W.7 Perform short, focused research tasks that build knowledge through investigation of different aspects of a single topic.</p>	<p>Partial alignment (implicit): WY content is similar, with some difference in emphasis.</p>	<p>LA4.2B.3 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.</p>
<p>4.W.8 Gather relevant information from experience as well as print and digital sources, take notes and categorize evidence, restate information in written text, and provide basic bibliographic information.</p>	<p>Partial alignment (specificity): CC specifies categorizing evidence and print and digital sources.</p>	<p>LA4.2B.3 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.</p> <p>LA4.2A.6 Students use strategies to cite reference sources such as quoting</p>

		or paraphrasing information sources or listing resources by title.
<p>4.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:</p> <ul style="list-style-type: none"> <li>a. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses evidence to support his or her claims in a text”).</li> <li>b. Apply grade 4 reading standards to literature (e.g., “Describe in detail a character, event, or setting, drawing on specific details in the text (e.g., from a character’s thoughts, words, deeds, and interactions with others”).</li> </ul>	<p>Partial alignment (implicit): See CC grade 4 reading standards for WY coverage of that content. WY content is similar, with some differences in phrasing and emphasis.</p>	<p>LA4.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.</p>
<b>Range of Writing</b>		
<p>4.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	No match	
<b>Speaking and Listening Standards (SL)</b>		
<b>Comprehension and Collaboration</b>		
<p>4.SL.1 Initiate and engage in group discussions on <i>grade 4 topics and texts</i> being studied in class.</p> <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read required material; in discussions, explicitly draw on that material and other information known about the</li> </ul>	<p>Weak alignment: WY content is in 6<sup>th</sup> grade. WY content is less specific.</p>	<p>LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus.</p>

<p>topic.</p> <p>b. Pose and respond to questions as well as build on the ideas of previous speakers.</p> <p>c. Acknowledge new information provided by others and incorporate it into their own thinking as appropriate.</p>	<p>Partial alignment (grade level): WY content is in 5<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 8<sup>th</sup> grade.</p>	<p>LA5.3.3 In small group discussion, students ask relevant questions to determine purpose or clarify meaning.</p> <p>LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments.</p>
4.SL.2 Paraphrase the key information or ideas presented graphically, visually, orally, or multimodally.	Partial alignment (grade level): WY content is in 3 <sup>rd</sup> grade.	LA3.1C.4 Students interpret simple maps, charts, and graphs.
4.SL.3 Identify the claims and supporting evidence used by a speaker or a presenter.	No match	
<b>Presentation of Knowledge and Ideas</b>		
4.SL.4 Report on events, topics, or texts in an organized manner, using appropriate, specific facts and descriptive details to support main ideas.	Partial alignment (scope): WY content does not include using supporting details and facts.	LA4.3.1 Students speak on a focused topic with organization, volume, posture, pace, eye contact, and relevant gestures.
4.SL.5 Incorporate visual displays and digital media into presentations when appropriate.	Partial alignment (specificity): CC specifies visual displays and digital media as speaking strategies.	LA4.3.2 Students use speaking strategies appropriate to different types of presentations.
4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content does not include informal speaking. CC specifies adapting language use for different situations.	LA4.3.2 Students use speaking strategies appropriate to different types of presentations.
<b>Language Standards (L)</b>		
<b>Conventions in Writing and Speaking</b>		
4.L.1 Observe conventions of grammar and usage.		

<p>a. Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb aspects.</p> <p>b. Form and use adjectives and adverbs (including comparative and superlative forms), placing them appropriately within sentences.</p> <p>c. Produce complete sentences, avoiding rhetorically poor fragments and run-ons.</p> <p>d. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>Partial alignment (specificity): CC content specifies progressive form.</p> <p>Partial alignment (grade level): WY content is in 8<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 3<sup>rd</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 3<sup>rd</sup> grade.</p>	<p>LA4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.</p> <p>LA8.2A.7 Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.</p> <p>LA3.2A.3 Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.</p> <p>LA3.1A.1 Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.</p>
<p>4.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <p>a. Use quotation marks to mark direct speech and quotations from a text.</p> <p>b. Spell grade-appropriate words correctly, consulting references</p>	<p>Partial alignment (grade level): Some of WY content is in 3<sup>rd</sup> grade. .</p>	<p>LA4.2A.4 Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the</p>

as needed.		<p>possessive case and in contractions, and spelling high frequency words correctly.</p> <p>LA3.2A.7 Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.</p>
<p>4.L.3 Make effective language choices.</p> <p>a. Use punctuation for effect.*</p> <p>b. Maintain consistency in style and tone.*</p> <p>c. Choose words and phrases to convey ideas precisely.</p>	<p>Partial alignment (scope): WY does not include using punctuation for effect and maintaining consistency in style and tone.</p>	<p>LA4.2A.3 Students use descriptive and original words and show evidence of voice.</p>
<b>Vocabulary Acquisition and Use</b>		
<p>4.L.4 Determine word meanings (<i>based on grade 4 reading</i>).</p> <p>a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., telegraph, photograph, autograph).</p>	<p>Partial alignment (grade level): WY content is in 5<sup>th</sup> and 8<sup>th</sup> grade.</p> <p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p> <p>Weak alignment: WY content is in 6th</p>	<p>LA8.1A.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.</p> <p>LA5.2A.6 Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.</p> <p>LA4.1A.7 Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.</p>

<p>c. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture).</p> <p>d. Paraphrase common idioms, adages, and proverbs.</p>	<p>grade. WY content is less difficult.</p> <p>Weak alignment: WY content is in 7th grade. CC includes paraphrasing idioms, adages, and proverbs.</p>	<p>LA6.1B.3 Students identify similes and metaphors.</p> <p>LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p>
<p>4.L.5 Understand word relationships.</p> <p>a. Build real-life connections between words and their various uses and meanings.</p> <p>b. Define relationships between words (e.g., how ask is like and unlike demand; what items are likely to be enormous).</p> <p>c. Distinguish a word from other words with similar but not identical meanings (synonyms).</p>	<p>Weak alignment: WY content is in 2nd grade; WY content does not specify distinguishing between words and their meanings.</p> <p>No match</p> <p>Partial alignment (grade level): WY content is in 1<sup>st</sup> grade.</p>	<p>LA2.1A.5 Students make connections with the text.</p> <p>LA1.3.4 Students use listening and speaking vocabularies including number words; words to describe people, places, and things; synonyms, antonyms, and homonyms; and common figures of speech.</p>
<p>4.L.6 Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.</p>	<p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p>	<p>LA4.1A.8 Students understand grade-level-appropriate technical and subject specific vocabulary.</p>

<b>Grade 5</b>		
<b>Reading Standards for Literature (RL)</b>		
<b>Key Ideas and Details</b>		
5.RL.1 Quote from a text to support statements about the text.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA5.1A.4 Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
5.RL.2 Determine a theme of a text, drawing on how characters in a story respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Partial alignment (grade level): WY content related to theme is in 7 <sup>th</sup> grade.	LA7.1B.1 Students explain connections between setting, plot, theme, and characterization.  LA5.1A.3 Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.
5.RL.3 Compare and contrast two or more characters, events, or settings in a text, drawing on specific details.	Partial alignment (implicit): Content is similar with some differences in emphasis.	LA5.1B.1 Students make connections between characters, character traits, setting, and plot.
<b>Craft and Structure</b>		
5.RL.4 Identify how metaphors and similes as well as rhymes and other repetitions of sounds (e.g., alliteration) supply meaning and rhythm in a specific verse or stanza of a poem.	Partial alignment (grade level): Some of the WY content is in 4 <sup>th</sup> grade.	LA4.1B.2 Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.  LA5.1B.3 Students recognize descriptive language and imagery.
5.RL.5 Explain major differences between drama and prose stories, and refer to the structural elements of drama (e.g., casts of characters, setting descriptions, dialogue, stage directions, acts, scenes) when writing or speaking about specific works of dramatic literature.	Partial alignment (specificity): CC specifies elements of drama.	LA5.1B.4 Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales and legends).  LA5.1B.5 Students are familiar with a variety of literary modes including

		literature anthologies and books by the same author, and can explain the defining characteristics of a variety of texts.
5.RL.6 Identify how a narrator's perspective or point of view influences how events are described.	Partial alignment (grade level): WY content is in 7 <sup>th</sup> grade.	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
<b>Integration of Knowledge and Ideas</b>		
5.RL.7 Explain how images, sounds, and movements contribute to an animated or live-action adaptation of a story, comparing that version to what they "see" or "hear" from reading the text.	No match	
5.RL.8 (Not applicable to literature)	N/A	N/A
5.RL.9 Compare the treatment of similar ideas and themes (e.g., opposition of good and evil) as well as character types and patterns of events in myths and other traditional literature from different cultures.	Weak alignment: WY content related to archetypes is in 11 <sup>th</sup> grade. Content is similar, but there is a significant difference in phrasing and emphasis. CC specifies archetypal patterns and types to be compared.	LA11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.
<b>Range and Level of Text Complexity</b>		
5.RL.10 Read literature independently, proficiently, and fluently within the grades 4–5 text complexity band; read "stretch" texts in the grades 6–8 text complexity band with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	LA5.1B.4 Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales and legends).
<b>Reading Standards for Informational Text (RI)</b>		
<b>Key Ideas and Details</b>		
5.RI.1 Quote from a text to support statements about the text.	Strong alignment	LA5.1A.4 Students draw inferences, conclusions, or generalizations about text and support them with textual

		evidence and prior knowledge.
5.RI.2 Determine two or more main ideas and how they are supported by details; summarize the text.	Strong alignment	LA5.1A.3 Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade-level-appropriate text.
5.RI.3 Explain the relationships between two or more historical events or scientific concepts by drawing on specific information from one or more texts.	Partial alignment (specificity): CC specifies historical texts or scientific concepts.	LA5.1C.2 Students compare and contrast information to draw conclusions.
<b>Craft and Structure</b>		
5.RI.4 Learn and determine the meanings of general academic language and domain-specific words and phrases encountered in a text relevant to a <i>grade 5 topic or subject area</i> .	Partial alignment: (specificity): CC specifies how students encounter vocabulary terms.	LA5.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.
5.RI.5 Describe how events, ideas, or information are organized (e.g., chronology, comparison, cause and effect) in a whole text or in part of a text.	Partial alignment (grade): WY includes comparison and chronology at 7 <sup>th</sup> grade.	LA5.1A.5 Students understand cause and effect relationships.  LA7.1C.1 Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.
5.RI.6 Analyze two accounts of the same event or topic and describe important similarities and differences in the details they provide.	Partial alignment (implicit): WY content is similar, with some differences in phrasing.	LA5.1C.2 Students compare and contrast information to draw conclusions.
<b>Integration of Knowledge and Ideas</b>		
5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Partial alignment (scope): WY content does not include a context for using information.	LA5.1C.1 Students locate and use information from multiple sources.
5.RI.8 Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports	No match	

which claim(s).		
5.RI.9 Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.	Partial alignment (scope): WY does not specify connecting same subject from different texts.	LA5.2B.5 Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.
<b>Range and Level of Text Complexity</b>		
5.RI.10 Read informational texts independently, proficiently, and fluently within the grades 4–5 text complexity band; read “stretch” texts in the grades 6–8 text complexity band with scaffolding as needed.	Partial alignment (scope): WY does not include a means for determining text level or complexity beyond genre types.	LA5.1C.3 Students are familiar with a variety of information modes, such as news articles, magazines, online information, books by same author, demonstrations, biographies, and autobiographies
<b>Writing Standards (W)</b>		
<b>Text Types and Purposes</b>		
5.W.1 Write opinions in which they: <ul style="list-style-type: none"> <li>a. Introduce an opinion about a concrete issue or topic and create an organizing structure where ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link reasons and details together using words, phrases, and clauses (e.g., <i>consequently</i>, <i>generally</i>, <i>specifically</i>).</li> </ul>	<p>Partial alignment (implicit): Content is similar, with some differences in phrasing.</p> <p>Partial alignment (implicit): Content is similar, with some differences in emphasis.</p> <p>Weak alignment: WY content is in 5<sup>th</sup> grade. CC content specifies transitions for linking opinions to reasons.</p>	<p>LA3.2B.4 Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.</p> <p>LA3.2B.5 Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.</p> <p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p>

<p>d. Adopt an appropriate style for sharing and defending an opinion.</p> <p>e. Provide a concluding statement or section.</p>	<p>No match</p> <p>Partial alignment (implicit): Content is similar, with some differences in phrasing</p>	<p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p>
<p>5.W.2 Write informative/explanatory pieces in which they:</p> <p>a. State the topic clearly, provide a general observation and focus, and group related information logically.</p> <p>b. Develop the topic using relevant facts, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate links to join ideas within and across categories of information.</p> <p>d. Employ domain-specific vocabulary and some technical terms when appropriate.</p> <p>e. Provide a conclusion related to the information or explanation offered.</p>	<p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p> <p>As above</p> <p>As above</p> <p>As above</p> <p>As above</p>	<p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p> <p>LA5.2B.4 Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.</p> <p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p> <p>LA5.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.</p> <p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p>
<p>5.W.3 Write narratives in which they:</p> <p>a. Engage and orient the reader by establishing a situation,</p>	<p>Strong alignment</p>	<p>LA5.2B.2 Students write and share literary texts (personal narratives,</p>

<p>introduce a narrator and/or characters, and create an organization that sequences events naturally and logically.</p> <p>b. Use narrative techniques such as dialogue, pacing, and description to develop events and show characters' external behaviors and internal responses.</p> <p>c. Use a variety of temporal words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use well-chosen words and phrases to convey events and experiences precisely.</p> <p>e. Provide a satisfying conclusion that follows from the narrative's events.</p>	<p>Partial alignment (grade level): WY content is in 6<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 6<sup>th</sup> grade.</p>	<p>journals, poetry, fictional stories) using level-appropriate strategies such as:</p> <p>a. Developing a clear story line in sequence;</p> <p>b. Using descriptive words and phrases; and</p> <p>c. Developing character, setting, and plot.</p> <p>LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as:</p> <p>a. Establishing appropriate point of view;</p> <p>b. Including sensory detail and concrete language; and</p> <p>c. Using a range of narrative devices including dialogue and suspense.</p> <p>LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</p>
<b>Production and Distribution of Writing</b>		
<p>5.W.4 Produce coherent and clear writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p>Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.</p>	<p>LA5.2A.2 Students write multi-paragraph expository compositions with details, transitions, and conclusions.</p> <p>LA5.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</p>

<p>5.W.5 With guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Partial alignment: (implicit): WY content is similar, with some differences in phrasing and emphasis.</p>	<p>LA5.2A.1 Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.</p> <p>LA5.2A.5 Students use strategies to revise writing such as producing multiple drafts.</p>
<p>5.W.6 With guidance and support from adults, use technology, including the Internet, to produce, publish, and interact with others about writing.</p>	<p>Partial alignment: (implicit): WY content is similar, with some difference in phrasing and emphasis.</p>	<p>LA5.2A.6 Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.</p>
<b>Research to Build Knowledge</b>		
<p>5.W.7 Perform short, focused research tasks that build knowledge through investigation of different aspects of a topic using several sources.</p>	<p>Partial alignment: (implicit): WY content is similar, with some difference in phrasing and emphasis.</p>	<p>LA5.2B.4 Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.</p>
<p>5.W.8 Gather relevant information from experience as well as print and digital sources; summarize or paraphrase information in notes and finished work, and provide basic bibliographic information.</p>	<p>Partial alignment (implicit): WY content is similar, with some difference in phrasing and emphasis.</p>	<p>LA5.2B.3 Students summarize and paraphrase.</p> <p>LA5.2B.5 Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.</p>
<p>5.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned:</p> <p style="padding-left: 20px;">a. Apply grade 5 reading standards to informational texts</p>	<p>Partial alignment (implicit): See CC grade 5 reading standards for WY coverage of that content. WY content is similar, with some differences in phrasing and emphasis.</p>	<p>LA5.2B.1 Students write and share literary analyses, using grade-level-appropriate strategies such as:</p> <p style="padding-left: 20px;">Summarizing main ideas and significant details;</p> <p style="padding-left: 40px;">a. Using examples from the text,</p>

<p>(e.g., “Explain how an author uses evidence to support his or her claims in a text, identifying what evidence supports which claim(s)”).</p> <p>b. Apply grade 5 reading standards to literature (e.g., “Compare and contrast two or more characters, events, or settings in a text, drawing on specific details”).</p>		<p>other works, and prior knowledge or experience;</p> <p>b. Relating own ideas to supporting details; and</p> <p>c. Developing interpretation based on careful reading.</p>
<b>Range of Writing</b>		
<p>5.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	No match	
<b>Speaking and Listening Standards (SL)</b>		
<b>Comprehension and Collaboration</b>		
<p>5.SL.1 Initiate and engage in group discussions on <i>grade 5 topics and texts</i> being studied in class.</p> <p>a. Come to discussions prepared, having read the required material; in discussions, explicitly draw on that material and other information known about the topic.</p> <p>b. Respond to questions with elaboration, make comments that contribute to the topic, and build on the ideas of previous speakers.</p> <p>c. Ask questions to clarify or follow</p>	<p>Partial alignment (grade level): WY content is in 6<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 6<sup>th</sup> grade.</p> <p>Strong alignment</p>	<p>LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus.</p> <p>LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments.</p> <p>LA5.3.3 In small group discussion,</p>

up on ideas or information presented orally or through media.  d. Draw conclusions based on the ideas of others and incorporate them into their own thinking as appropriate.	No match	students ask relevant questions to determine purpose or clarify meaning.
5.SL.2 Summarize the key ideas and supporting details presented graphically, visually, orally, or multimodally.	Weak alignment: WY content includes understanding propaganda. Some of WY content is in 6 <sup>th</sup> grade.	LA5.3.6 Students understand media propaganda and visual symbols and images.  LA6.1C.2 Students analyze technical data in charts and graphs.
5.SL.3 Summarize the claims made by a speaker or presenter and explain how each claim is supported with evidence.	No match	
<b>Presentation of Knowledge and Ideas</b>		
5.SL.4 Report on events, topics, or texts in a focused, organized manner, sequencing ideas logically and using appropriate, specific facts, details, examples, or other information to develop main ideas.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA5.3.1 Students speak on a focused topic with clear organization including main idea with supporting details.  LA5.3.2 Students use speaking strategies such as pace, volume, eye contact, and relevant gestures.
5.SL.5 Incorporate visual displays and digital media into presentations when appropriate.	Partial alignment (grade level): WY content is in 7 <sup>th</sup> grade.	LA7.3.6 Students incorporate multi-media when appropriate.
SL.6 Adapt speech to a variety of contexts and communicative tasks, using formal English when appropriate to task and situation.	No match	
<b>Language Standards (L)</b>		
<b>Conventions in Writing and Speaking</b>		
5.L.1 Observe conventions of grammar	Partial alignment (specificity): CC	LA5.2A.4 Students use grade-level-

<p>and usage.</p> <ul style="list-style-type: none"> <li>a. Form and use the perfect (e.g., I had walked, I have walked, I will have walked) verb aspects.</li> <li>b. Recognize and correct inappropriate shifts in verb tense and aspect.</li> </ul>	<p>specifies use of perfect tense and recognition of shifts in verb tense.</p>	<p>appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.</p>
<p>5.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li>   <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<p>Partial alignment (grade level): WY content for comma usage is in 2<sup>nd</sup> grade.</p> <p>Partial alignment(specificity): CC specifies underlining and quotation marks.</p>	<p>LA2.2A.4 Students use grade-level-appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.</p> <p>LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.</p>
<p>5.L.3 Make effective language choices.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*</li> </ul>	<p>Partial alignment (specificity): CC specifies skills related to sentence fluency.</p>	<p>LA5.2A.3 Students use meaningful word choice, evidence of voice, and sentence fluency.</p>
<b>Vocabulary Acquisition and Use</b>		
<p>5.L.4 Determine word meanings (<i>based on grade 5 reading</i>).</p>		

<p>a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., definitions, examples, or restatements in text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., photograph, photosynthesis).</p> <p>c. Interpret figurative language, including similes and metaphors.</p> <p>d. Explain the meaning of common idioms, adages, and proverbs.</p>	<p>Partial alignment (specificity): CC content specifies strategies for determining word meanings.</p> <p>Partial alignment (grade level): WY content is in 6<sup>th</sup> grade.</p> <p>Weak alignment: WY content is in 6<sup>th</sup> grade and is does not include interpretation.</p> <p>Weak alignment: WY content is in 7<sup>th</sup> grade and is implicit.</p>	<p>LA5.1A.1 Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.</p> <p>LA6.1A.1 Students use word origins and derivations to develop vocabulary.</p> <p>LA6.1B.3 Students identify similes and metaphors.</p> <p>LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p>
<p>5.L.5 Understand word relationships.</p> <p>a. Build real-life connections between words and their various uses and meanings.</p> <p>b. Define relationships between words (e.g., how smirk is like and unlike smile; what items are likely to be vast).</p> <p>c. Distinguish a word from other</p>	<p>Partial alignment (grade level): WY content is in 2<sup>nd</sup> grade.</p> <p>No match</p> <p>Partial alignment (implicit): WY content is similar, with some differences in phrasing</p>	<p>LA2.1A.5 Students make connections with the text.</p> <p>LA5.1A.1 Students use knowledge of synonyms, antonyms, and multiple</p>

words with similar but not identical meanings (synonyms).	and emphasis.	meaning words to develop vocabulary.
5.L.6 Use grade-appropriate general academic vocabulary and domain-specific words and phrases (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.	Partial alignment (implicit): WY content is similar, with some differences in phrasing and emphasis.	LA5.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.
<b>Grade 6</b>		
<b>Reading Standards for Literature (RL)</b>		
<b>Key Ideas and Details</b>		
6.RL.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment (grade level): WY content for textual evidence and making inferences is in 5 <sup>th</sup> grade.  Strong alignment	LA5.1A.4 Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.  LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.
6.RL.2 Analyze how a theme or central idea develops over the course of a text, drawing on key details.	Strong alignment	LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.
6.RL.3 Describe how a story's plot unfolds (in a series of episodes or as a problem to be solved) as well as how characters adapt or change as they move toward a resolution.	Partial alignment (grade level): WY content is in 5 <sup>th</sup> and 7 <sup>th</sup> grade.	LA5.1B.1 Students make connections between characters, character traits, setting, and plot.  LA7.1B.1 Students explain connections

		between setting, plot, theme, and characterization.
<b>Craft and Structure</b>		
6.RL.4 Interpret the figurative and connotative meanings of words and phrases as they are used in a text.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA6.1B.3 Students identify similes and metaphors.
6.RL.5 Explain the effect of such devices as flashbacks and foreshadowing on the development of the plot and meaning of a text.	Partial alignment (grade level): WY content related to literary devices is in 8 <sup>th</sup> grade.	LA8.1B.2 Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.
6.RL.6 Describe how an author establishes the point of view of the speaker or a character in a poem, drama, or story.	Partial alignment (grade level): WY content related to point of view is in higher grade (7).	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
<b>Integration of Knowledge and Ideas</b>		
6.RL.7 Analyze how illustrations, diagrams, multimedia elements, and words contribute to the meaning and tone of a print or digital text (e.g., graphic novel, multimedia presentation of fiction).	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis.	LA6.1C.1 Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.  LA6.1C.2 Students analyze technical data in charts and graphs.
6.RL.8 Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.	Partial alignment (specificity): CC specifies the type of connections made.	LA6.1B.2 Students make connections within and among texts and themselves.
<b>Range and Level of Text Complexity</b>		
6.RL.9 Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level/complexity.	LA6.3.4 Students read aloud their own or others' texts fluently and expressively.

Reading Standards for Informational Texts (RI)		
Key Ideas and Details		
<p>6.RI.1 Cite specific textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>Partial alignment (grade level): WY content for textual evidence and making inferences is in 5th grade.</p> <p>Strong alignment</p>	<p>LA5.1A.4 Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p> <p>LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.</p>
<p>6.RI.2 Analyze how a central idea develops over the course of a text, drawing on key details.</p>	<p>Strong alignment</p>	<p>LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.</p>
<p>6.RI.3 Determine the causes or reasons that link different events, ideas, or information in a text, drawing on key details.</p>	<p>Partial alignment (grade level): WY content for textual evidence and making inferences is in 5th grade.</p> <p>Partial alignment (implicit): Content is similar with significant differences in phrasing.</p> <p>Partial alignment (implicit): Content is similar with significant differences in phrasing.</p>	<p>LA5.1A.5 Students understand cause and effect relationships.</p> <p>LA6.1B.2 Students make connections within and among texts and themselves.</p> <p>LA6.1A.4 Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.</p>

<b>Craft and Structure</b>		
6.RI.4 Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and analyze how an author's choice of specific words in a text contributes to understanding the ideas or concepts.	Weak alignment: Content is similar with some differences in phrasing. WY content related to figurative meanings is in 7 <sup>th</sup> grade.	LA6.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.  LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.
6.RI.5 Describe the structure an author uses to organize a specific text, including how the major sections contribute to the whole.	Weak alignment: WY specifies the organizational structure. WY content is in 7 <sup>th</sup> grade.	LA7.1C.1 Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.
6.RI.6 Compare and contrast one author's point of view on events with that of another (e.g., a memoir written by and a biography on the same person).	Weak alignment (specificity): WY content refers to literary texts.	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
<b>Integration of Knowledge and Ideas</b>		
6.RI.7 Compare and contrast the accounts of a subject in different mediums (e.g., a person's life story told in print, video, or multimedia), analyzing which details are emphasized and how the account unfolds in each version.	Partial alignment (scope): WY content is less difficult.	LA6.1C.3 Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.
6.RI.7 Distinguish among fact, opinion, and reasoned judgment presented in a text.	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY does not include reasoned judgments.	LA4.1A.3 Students distinguish between fact and opinion.
6.RI.8 Assess the similarities and differences between two or more texts on the same subject and apply the knowledge gained to inform reading of additional texts.	Partial alignment (specificity): CC specifies the type of connections made.	LA6.1B.2 Students make connections within and among texts and themselves.
<b>Range and Level of Text Complexity</b>		
6.RI.9 Read informational text	Partial alignment (implicit): Content is	LA6.3.4 Students read aloud their own

independently, proficiently, and fluently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.	similar with some difference in phrasing and emphasis. WY does not include a means for determining text level/complexity.	or others' texts fluently and expressively.
<b>Writing Standards (W)</b>		
<b>Text Types and Purposes</b>		
6.W.1 Write arguments in which they: <ul style="list-style-type: none"> <li>a. Introduce a claim about a topic or issue and organize the reasons and evidence to support the claim.</li> <li>b. Support the claim with clear reasons and relevant evidence.</li> <li>c. Use words, phrases, and clauses to convey the relationships among claims and reasons.</li> <li>d. Sustain an objective style and tone.</li> <li>e. Provide a concluding statement or section that follows from the argument.</li> </ul>	<p>Partial alignment (specificity): WY is less specific.</p> <p>No match</p> <p>No match</p> <p>Partial alignment (specificity): WY is less specific.</p>	<p>LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.</p> <p>LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.</p>
6.W.2 Write informative/explanatory texts in which they: <ul style="list-style-type: none"> <li>a. Introduce a topic and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li>b. Develop the topic with relevant</li> </ul>	<p>Partial alignment (specificity): WY is less specific.</p> <p>Same as above</p>	<p>LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.</p>

<p>facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate links and varied sentence structures to join and clarify ideas.</p> <p>d. Use straightforward language to create an objective style appropriate for a reader seeking information.</p> <p>e. Provide a conclusion that follows logically from the information or explanation presented.</p>	<p>Partial alignment (grade level): WY content related to transitions is in 8<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content related to varied sentence structure is in 11<sup>th</sup> grade.</p> <p>No match</p> <p>Partial alignment: Content is similar, with some differences in phrasing and emphasis.</p>	<p>LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.</p> <p>LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</p> <p>LA6.2A.2 Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.</p>
<p>6.W.3 Write narratives in which they:</p> <p>a. Engage and orient the reader by establishing a context and point of view, and organize a sequence of events or experiences.</p> <p>b. Develop narrative elements</p>	<p>Partial alignment (scope): CC specifies the qualities of narrative introductions and conclusions.</p> <p>Same as above</p>	<p>LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as:</p> <p>a. Establishing appropriate point of view;</p>

<p>(e.g., setting, event sequence, characters) using relevant sensory details.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence, shift from one time frame or setting to another, and/or show the relationships among events and experiences.</p> <p>d. Choose words and phrases to develop the events, experiences, and ideas precisely.</p> <p>e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.</p>	<p>Weak alignment: Content is similar with some differences in phrasing and emphasis. WY content is in 8<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 6<sup>th</sup> grade.</p> <p>Weak alignment: WY content includes beginnings and transitions. WY content is in 7<sup>th</sup> grade.</p>	<p>b. Including sensory detail and concrete language; and</p> <p>c. Using a range of narrative devices including dialogue and suspense.</p> <p>LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.</p> <p>LA6.2B.2 Students write and share literary texts (personal narratives, journals, poetry, short stories) using grade-level-appropriate strategies such as:</p> <p>b. Including sensory detail and concrete language; and</p> <p>c. Using a range of narrative devices including dialogue and suspense.</p> <p>LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate</p>
--	---	---

		transitions, and strong conclusions.
6.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	Weak alignment: WY is less specific. Some WY content is in 5 <sup>th</sup> , 8 <sup>th</sup> , and 11 <sup>th</sup> grade.	LA5.2A.1 Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.  LA6.2A Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.  LA8.2A.4 Student writing is appropriate for intended audience and purposes; voice is apparent.
6.W.5 With some guidance and support from peers and adults strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Partial alignment (specificity): CC is less specific about planning writing.	LA6.2A.1 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.  LA6.2A.6 Students use strategies to draft and revise written work such as producing multiple drafts.  LA6.2A.7 Students use strategies to edit and publish written work.
6.W.7 Use technology, including the Internet, to produce, publish, and interact with others about writing, including linking to and citing online sources.	Partial alignment (implicit): Content is similar, with some difference in emphasis).	LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology
<b>Research to Build Knowledge</b>		
6.W.8 Perform short, focused research projects in response to a question and	Partial alignment (implicit): Content is similar, with some difference in emphasis.	LA6.2B.4 Using multiple sources, students create and present

<p>refocus the inquiry in response to further research and investigation.</p>		<p>informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.</p>
<p>6.W.9 Gather relevant information from multiple print and digital sources, assess the credibility of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and documenting sources.</p>	<p>Partial alignment (implicit): Content is similar, with some differences in emphasis</p> <p>Partial alignment (grade level): WY content is in 7<sup>th</sup> grade.</p>	<p>LA6.2B.4 Using multiple sources, students create and present informational reports, posters, maps, and/or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details and examples.</p> <p>LA7.2B.2.c. Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.</p>
<p>6.W.10 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned.</p> <p>a. Apply grade 6 reading standards to literature (e.g., “Analyze stories in the same genre (e.g., mysteries, adventure stories), comparing and contrasting their approaches to similar themes and topics.”).</p> <p>b. Apply grade 6 reading standards to literary nonfiction (e.g., “Distinguish among fact, opinion, and reasoned judgment</p>	<p>Partial alignment (scope): WY specifies organization in writing literary analysis. See other document (organized by CC standards) at grade 6 reading standards for WY coverage of that content.</p>	<p>LA6.2B.1 Students write and share literary analysis, using grade-level-appropriate strategies such as:</p> <ul style="list-style-type: none"> <li>a. Developing an interpretation, exhibiting careful reading, understanding, and insight;</li> <li>b. Organizing the interpretation around several clear ideas, premises, or images; and</li> <li>c. Developing and justifying the interpretation through use of examples and textual evidence.</li> </ul>

presented in a text”).		
<b>Range of Writing</b>		
6.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No match	
<b>Speaking and Listening Standards (SL)</b>		
<b>Comprehension and Collaboration</b>		
6.SL.1 Initiate and engage actively in group discussions on <i>grade 6 topics, texts, and issues</i> being studied in class. <ul style="list-style-type: none"> <li>a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.</li> <li>b. Cooperate with peers to set clear goals and deadlines.</li> <li>c. Build on the ideas of others by asking relevant questions and contributing appropriate and essential information.</li> <li>d. Review the key ideas expressed and extend their own thinking in light of new information learned.</li> </ul>	<p>Partial alignment (specificity): WY is less specific.</p> <p>Partial alignment (grade level): WY content related to building on previous speaker’s ideas is in 7<sup>th</sup> grade.</p>	<p>LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus.</p> <p>LA7.3.7 Students speak and listen in small group situations to contribute and build from previous speakers.</p>
6.SL.2 Interpret information presented in visual or multimodal formats and explain how the information clarifies and contributes to a topic or issue under study.	Weak alignment (scope): Content is similar, but there is a significant difference in emphasis and phrasing.	LA6.3.6 Students understand and explain techniques used in media such as propaganda and visual symbols.
6.SL.3 Delineate the claims made by a speaker or presenter and detail what	No match	

evidence supports which claims.		
<b>Presentation of Knowledge and Ideas</b>		
6.SL.4 Present information, emphasizing salient points with pertinent descriptions and details and using appropriate eye contact, adequate volume, and clear pronunciation.	Strong alignment	LA6.3.1 Students speak on a focused topic with clear organization including main idea with supporting details and a recognizable conclusion.  LA6.3.2 Students communicate using organization, volume, posture, pace, eye contact, and relevant gestures.
6.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	Weak alignment: Content is similar, but there is a significant difference in phrasing and emphasis. WY content related to visual displays of information is in 5 <sup>th</sup> grade and is less specific.	LA5.2B.4 Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.
6.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See “Conventions” in Language, on pages 47–50, for specific demands.)	No match	
<b>Standards for Language (L)</b>		
<b>Conventions in Writing and Speaking</b>		
6.L.1 Observe conventions of grammar and usage. a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  b. Recognize and correct inappropriate shifts in pronoun number and person.*	Partial alignment (grade level): WY content related to pronoun case is in 8 <sup>th</sup> grade.  No match	LA8.2A.7 Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.

<p>c. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p>	<p>Partial alignment (implicit): WY content is similar with some difference in phrasing and emphasis.</p>	<p>LA6.2A.4 Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.</p>
<p>6.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <p>a. Use commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements.*</p> <p>b. Spell correctly.</p>	<p>Partial alignment (grade level): WY content related to appositives is in 5<sup>th</sup> grade.</p> <p>Strong alignment</p>	<p>LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.</p> <p>LA6.2A.4 Students use grade-level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semicolons to connect independent clauses.</p>
<p>6.L.3 Make effective language choices.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.*</p>	<p>Partial alignment (grade level): WY content related to varying sentence patterns for meaning is in 11<sup>th</sup> grade.</p>	<p>LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</p>

<b>Vocabulary Acquisition and Use</b>		
<p>6.L.4 Determine word meanings (<i>based on grade 6 reading</i>).</p> <p>a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.</p> <p>b. Use a known root as a clue to the meaning of an unknown word (e.g., audience, auditory, audible).</p> <p>c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).</p> <p>d. Interpret various figures of speech (e.g., personification) relevant to particular texts.</p>	<p>Partial alignment (grade level): WY content is in 5<sup>th</sup> grade.</p> <p>Weak alignment: CC specifies types of context clues. WY content is in 8<sup>th</sup> grade.</p> <p>Strong alignment</p> <p>Weak alignment: Content is similar, but there is a significant difference in emphasis.</p> <p>Partial alignment (grade level): WY content is in 7<sup>th</sup> grade.</p> <p>Partial alignment (grade level): WY content is in 7<sup>th</sup> grade.</p>	<p>LA5.1A.1 Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.</p> <p>LA8.1A.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.</p> <p>LA6.1A.1 Students use word origins and derivations to develop vocabulary.</p> <p>LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology</p> <p>LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>LA7.1B.3 Students understand personification, hyperbole, imagery.</p>
<p>6.L.5 Understand word relationships.</p> <p>a. Trace the network of uses and</p>	<p>No match</p>	

meanings that different words have and the interrelationships among those meanings and uses.  b. Distinguish a word from other words with similar denotations but different connotations.		
6.L.6 Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	Weak alignment: CC specifies vocabulary gained through reading and responding to texts. WY content is in 7 <sup>th</sup> grade.	LA7.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.
<b>Grade 7</b>		
<b>Reading Standards for Literature (RL)</b>		
<b>Key Ideas and Details</b>		
7.RL.1 Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment (grade level): WY content is in a lower grade (6).	LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.
7.RL.2 Analyze how two or more themes or central ideas in a text relate to one another, drawing on key details.	Weak alignment: WY content does not include connections among themes in the same text.	LA7.1B.1 Students explain connections between setting, plot, theme, and characterization.
7.RL.3 Analyze how particular lines of dialogue or specific incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Partial alignment (grade level): CC content is in 7 <sup>th</sup> grade.	LA6.1B.1 Students identify connections between dialogue, events, and conflict.
<b>Craft and Structure</b>		
7.RL.4 Interpret the figurative and connotative meanings of words and phrases as they are used in a text and describe in detail a specific word choice and its impact on meaning and tone.	Weak alignment : WY specifies types of figurative language. WY does not include connotative meanings and impact on meaning and tone.	LA7.1B.3 Students understand personification, hyperbole, imagery.

7.RL.5 Describe how any given sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the plot or themes.	No match	
7.RL.6 Analyze how an author presents the points of view of different characters in a story or drama, including their different reactions to the same person or event(s).	Strong alignment	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
<b>Integration of Knowledge and Ideas</b>		
7.RL.7 Compare and contrast a text to its filmed, staged, or multimedia version, including examining some techniques unique to each medium (e.g., lighting, sound, color, camera focus and angles).	No match	
7.RL.8 (Not applicable to Literature)		
7.RL.9 Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).	No match	
<b>Range and Level of Text Complexity</b>		
7.RL.10 Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA7.B Students read and interpret a variety of literary genres.
<b>Reading Standards for Informational Texts (RI)</b>		
<b>Key Ideas and Details</b>		
7.RI.1 Cite several sources of textual evidence when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment (grade level): WY content is in 6 <sup>th</sup> and 8 <sup>th</sup> grade.	LA6.1A.3 Students comprehend main idea and supporting details in grade-level-appropriate texts through interpretation, inference and analyzing, and read on both the literal and

		inferential levels, supplying textual evidence, and prior knowledge.  LA8.1C.2 Students analyze data or make generalizations based on explicitly stated information.
7.RI.2 Analyze how two or more central ideas in a text relate to one another, drawing on key details.	Partial alignment (grade level): WY content is in 8th grade.	LA8.1C.3 Students support conclusions with facts and/or citations.
7.RI.3 Describe in detail how an author introduces, illustrates, and elaborates a key idea in a text (e.g., through examples or anecdotes).	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis.	LA7.1C.5 Students understand word choice and arguments that convey author's point of view.
<b>Craft and Structure</b>		
7.RI.4 Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings, and describe in detail how an author's choice of specific words affects meaning and tone.	Partial alignment (specificity): WY specifies types of figurative language. CC specifies effects on meaning and tone.	LA7.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.  LA7.1B.3 Students understand personification, hyperbole, imagery.
7.RI.5 Describe how any given sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA7.1C.1 Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.
7.RI.6 Describe an author's point of view or purpose in a text and analyze how the author distinguishes his or her point of view from that of others.	Partial alignment (implicit): Content is similar, with some difference in phrasing.	LA7.1B.2 Students understand the use of elements of fictions such as point of view, characterization, and irony to achieve author's purpose.
<b>Integration of Knowledge and Ideas</b>		
7.RI.7 Compare and contrast the impression conveyed by a printed text to that conveyed when listening to or viewing a video or multimedia presentation of it (e.g., analyzing how the delivery of a speech affects its impact).	No match	

7.RI.8 Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached.	Partial alignment (scope): CC content includes argument premises and conclusions .	LA7.1C.5 Students understand word choice and arguments that convey author’s point of view.
7.RI.9 Analyze where two or more texts provide conflicting information on the same subject and determine whether the texts disagree on matters of fact or on matters of interpretation.	No match	
<b>Range and Level of Text Complexity</b>		
7.RI.10 Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; read “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar, with some difference in emphasis. WY does not include a means for determining text level or complexity.	LA7.1C Students demonstrate understanding of informational texts.
<b>Writing Standards (W)</b>		
<b>Text Types and Purposes</b>		
7.W.1 Write arguments in which they: a. Introduce a claim about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically to support the claim.  b. Support the claim with logical reasoning and detailed, relevant evidence that demonstrate a comprehensive understanding of the topic.	Weak alignment : WY content is in 8 <sup>th</sup> and 11 <sup>th</sup> grade. CC is more specific.  Same as above  Same as above	LA8.2A.1 Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.  LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.  LA11.3.4 Students use strategies to make persuasive presentations by: a. Presenting a coherent argument;  b. Citing persuasive evidence;

<p>c. Use words, phrases, and clauses to convey the relationships among the claims, reasons, and evidence.</p> <p>d. Sustain an objective style and tone.</p> <p>e. Provide a concluding statement or section that follows logically from the argument.</p>	<p>Weak alignment: Content is similar, with some difference in phrasing. WY content is in 8<sup>th</sup> grade.</p> <p>No match</p> <p>No match</p>	<p>c. Using rhetorical strategies to support reasoning; and</p> <p>d. Addressing counter-arguments and concerns.</p> <p>LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.</p>
<p>7.W.2 Write informative/explanatory texts in which they:</p> <p>a. Introduce and establish a topic that provides a sense of what is to follow and organize information appropriate to the purpose, using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p>b. Develop the topic with relevant and accurate facts, definitions, concrete details, quotations, or other information and examples.</p>	<p>Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.</p> <p>Strong alignment</p>	<p>LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</p> <p>LA7.2B.2 Students write reports and present demonstrations.</p> <p>c. Students use strategies to cite reference sources such as quoting or paraphrasing information</p>

<p>c. Use appropriate links and varied sentence structures to create cohesion and clarify ideas.</p> <p>d. Use precise language and sustain an objective style appropriate for a reader seeking information.</p> <p>e. Provide a conclusion that follows logically from the information or explanation presented.</p>	<p>Same as above</p> <p>Partial alignment (scope): WY does not include objectivity.</p> <p>Strong alignment</p>	<p>sources or listing resources by title.</p> <p>LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.</p> <p>LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</p>
<p>7.W.3 Write narratives in which they:</p> <p>a. Engage and orient the reader by establishing a context and point of view, and purposefully organize a sequence of events or experiences.</p> <p>b. Develop narrative elements (e.g., setting, conflict, complex characters) with relevant and specific sensory details.</p> <p>c. Use a variety of techniques to convey sequence, shift from one</p>	<p>Partial alignment (scope): WY content does not include establishing context or point of view.</p> <p>Strong alignment</p> <p>No match</p>	<p>LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</p> <p>LA7.2B.1 Students write and share literary texts (personal narratives, journals, poetry, plays, short stories) using grade-level-appropriate strategies such as:</p> <ul style="list-style-type: none"> <li>a. Developing major and minor characters; and</li> <li>b. Developing a setting.</li> </ul>

<p>time frame or setting to another, and/or show the relationships among events or experiences.</p> <p>d. Choose words and phrases to develop the events, experiences, and ideas precisely and to create mood.</p> <p>e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.</p>	<p>Partial alignment (specificity): CC content specifies what purposes word choice serves..</p> <p>Partial alignment (scope): WY content includes beginnings and transitions.</p>	<p>LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.</p> <p>LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</p>
<b>Production and Distribution of Writing</b>		
<p>7.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p>	<p>Weak alignment: CC specifies the ways in which purpose and audience are addressed. WY content is in 8<sup>th</sup> grade.</p>	<p>LA8.2A.4 Student writing is appropriate for intended audience and purposes; voice is apparent.</p>
<p>7.W.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose have been addressed.</p>	<p>Partial alignment (specificity): CC focuses on aspects of the writing processes; WY identifies specific strategies.</p>	<p>LA7.2A.1 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information.</p> <p>LA7.2A.4 Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variety; and revising for</p>

		<p>clarity, content, and vocabulary to improve writing.</p> <p>LA7.2A.6 Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and proofread.</p>
7.W.6 Use technology, including the Internet, to produce, publish, and interact with others about writing, including presenting and citing information in a digital format.	No match	
<b>Research to Build Knowledge</b>		
7.W.7 Perform short, focused research projects in response to a question and generate additional related and focused questions for further research and investigation.	Strong alignment	<p>LA7.2B.2 Students write reports and present demonstrations.</p> <ul style="list-style-type: none"> <li>a. Students explain problem, solution, and procedures.</li> <li>b. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information.</li> </ul>
7.W.8 Gather relevant information from multiple print and digital sources using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, avoiding plagiarism and following a standard format for citation.	Partial alignment (implicit): Content is similar with some differences in emphasis and phasing.	<p>LA7.2B.2 Students write reports and present demonstrations.</p> <ul style="list-style-type: none"> <li>b. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information.</li> <li>c. Students use strategies to cite</li> </ul>

	Partial alignment (implicit): Content is similar with some differences in emphasis and phasing.	reference sources such as quoting or paraphrasing information sources or listing resources by title.  LA7.1C.3 Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.
7.W.9 Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned. <ul style="list-style-type: none"> <li>a. Apply grade 7 reading standards to literature (e.g., “Analyze a specific case in which a modern work of fiction draws on patterns of events or character types found in traditional literature (e.g., the hero, the quest).</li> <li>b. Apply grade 7 reading standards to literary nonfiction (e.g., “Identify the stated and unstated premises of an argument and explain how they contribute to the conclusions reached”).</li> </ul>	Partial alignment (scope): WY specifies organization in writing literary analysis. See other document (organized by CC standards) at grade 7 reading standards for WY coverage of that content.	LA7.2B.3 Students write and share literary analyses using grade-level-appropriate strategies such as: <ul style="list-style-type: none"> <li>a. Describing setting, plot structure, and theme or conflict; and</li> <li>b. Describing connections between historical and cultural influences and literary selections.</li> </ul>
<b>Range of Writing</b>		
7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	No match	
<b>Speaking and Listening Standards (SL)</b>		
<b>Comprehension and Collaboration</b>		

<p>7.SL.1 Initiate and engage actively in group discussions on <i>grade 7 topics, texts, and issues</i> being studied in class.</p> <p>a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.</p> <p>b. Cooperate with peers to set clear goals and deadlines.</p> <p>c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations.</p> <p>d. Ensure a hearing for the range of positions on an issue.</p> <p>e. Take the views of others into account and, when warranted, modify their own views in light of the evidence presented.</p>	<p>No match</p> <p>No match</p> <p>Partial alignment (specificity): CC specifies how to respond.</p> <p>Same as above</p> <p>Partial alignment (grade level): WY content is in 6<sup>th</sup> grade.</p>	<p>LA7.3.7 Students speak and listen in small group situations to contribute and build from previous speakers.</p> <p>LA6.3.5 Students engage in small group discussion using strategies to contribute and create consensus.</p>
<p>7.SL.2 Determine the main ideas and supporting elements presented in oral, visual, or multimodal formats and explain how the information clarifies and contributes to an understanding of a topic or issue under study.</p>	<p>Weak alignment: More than one problem exists that makes the match significantly problematic. Content is similar, with some difference in phrasing and emphasis. WY content is in 6<sup>th</sup> and 8<sup>th</sup> grade.</p>	<p>LA6.3.6 Students understand and explain techniques used in media such as propaganda and visual symbols.</p> <p>LA8.3.7 Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used to influence opinions, decision-making, and cultural perceptions.</p>
<p>7.SL.3 Evaluate a speaker's or</p>	<p>No match</p>	

presenter’s reasoning and claims as well as the degree to which each claim is logically supported by the evidence provided.		
<b>Presentation of Knowledge and Ideas</b>		
7.SL.4 Present claims and findings with relevant and specific descriptions, facts, and examples, and use appropriate eye contact, adequate volume, and clear pronunciation.	Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.  Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.	LA7.3.1 Students use effective speaking skills including volume, eye contact, posture, poise, relevant gestures, enunciation, and inflection.  LA7.3.4 Students present reports and demonstrations, explaining problem, solution, and procedures.
7.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	Strong alignment	LA7.3.6 Students incorporate multi-media when appropriate.
7.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate. (See “Conventions” in Language, pages 47–50, for specific demands.)	No match	
<b>Standards for Language (L)</b>		
<b>Conventions in Writing and Speaking</b>		
7.L.1 Observe conventions of grammar and usage. a. Explain the function of phrases and clauses in general and their functions in specific sentences.	Weak alignment: WY is less specific and WY content for phrases and clauses is in 5 <sup>th</sup> grade.	LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.

<p>b. Chose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.*</p>	<p>Partial alignment (grade level): WY content for sentence structures is in 11<sup>th</sup> grade.</p> <p>Weak alignment: WY is less specific and WY content for phrases and clauses is in 5th grade.</p>	<p>LA11.2A.5 Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</p> <p>LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.</p>
<p>7.L.2 Observe conventions of capitalization, punctuation, and spelling.</p> <p>a. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>b. Spell correctly.</p>	<p>Weak alignment: WY is less specific and WY content for phrases and clauses is in 5th grade.</p> <p>Partial alignment (scope): WY content includes other grammar conventions.</p>	<p>LA5.2A.4 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs, such as lay and lie, and use colon to separate hours and minutes.</p> <p>LA7.2A.5 Students use grade-level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinitives and participles, pronoun-antecedent agreement, hyphens, dashes, and</p>

		brackets, and word bases and affixes in spelling.
7.L.3 Make effective language choices. a. Choose words and phrases that express ideas concisely, eliminating wordiness and redundancy.*	Partial alignment (scope): CC is more specific	LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.
<b>Vocabulary Acquisition and Use</b>		
7.L.4 Determine word meanings ( <i>based on grade 7 reading</i> ). a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.  b. Use a known root as a clue to the meaning of an unknown word (e.g., belligerent, bellicose, rebel).  c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).  d. Interpret various figures of speech	Weak alignment: CC specifies types of context clues. WY content is in 5th and 8th grade.  Weak alignment: WY content is in 4 <sup>th</sup> grade. WY includes prefixes and suffixes.  Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content is in 6 <sup>th</sup> grade.  Strong alignment	LA8.1A.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.  LA4.1A.7 Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.  LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.

(e.g., allegory) relevant to particular texts.	Strong alignment	LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.  LA.7.1B.3 Students understand personification, hyperbole, imagery.
7.L.5 Understand word relationships. a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.  b. Distinguish a word from other words with similar denotations but different connotations.	No match	
7.L.6 Use grade-appropriate general academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	Partial alignment (scope): CC specifies vocabulary gained through reading and responding to texts.	LA7.1A.2 Students understand grade-level-appropriate technical and subject-specific vocabulary.
<b>Grade 8</b>		
<b>Reading Standards for Literature (RL)</b>		
<b>Key Ideas and Details</b>		
8.RL.1 Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial alignment (implicit): Content is similar, with some difference in emphasis.	LA8.1B.1 Students make inferences about events, setting, style, tone, mood, and meaning.  LA8.1C.3 Students support conclusions with facts and/or citations.
8.RL.2 Analyze how recurring images or events contribute to the development of a theme or central idea in a text.	Partial Alignment (implicit): Content is similar with some differences in phrasing and emphasis.	LA8.1B.2 Students understand and identify significant literary elements such as author’s purpose and style, point of view, symbolism, dialect,

		figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.
8.RL.3 Analyze how elements of a story or drama interact (e.g., how plot and setting are integral to one another; how the setting affects characters).	Partial Alignment (scope): WY is less difficult.	LA8.1B.1 Students make inferences about events, setting, style, tone, mood, and meaning.
<b>Craft and Structure</b>		
8.RL.4 Explain the comparisons an author makes through metaphors, allusions, or analogies in a text and analyze how those comparisons contribute to meaning.	Partial Alignment (specificity): WY is less specific.	LA8.1B.2 Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.
8.RL.5 Compare a poem with a conventional structure, such as a sonnet, to a poem without a proscribed structure, such as a free verse poem.	No match	
8.RL.6 Explain how a difference in the perspective or knowledge of characters and the audience (e.g., created through the device of dramatic irony) produces suspense or humor.	Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content is also in 11 <sup>th</sup> grade.	LA11.1B.3 Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.
<b>Integration of Knowledge and Ideas</b>		
8.RL.7 Analyze to what degree a filmed or live production of a drama or story stays faithful to or departs from the script or text.	No match	
8.RL.8 (Not applicable to Literature)		

8.RL.9 Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history.	Strong Alignment	LA8.1B.3 Students understand the historical, social, and cultural influences on literary works, such as how a text reflects the period ideas, customs, and outlook of a particular group of people in history.
<b>Range and Level of Text Complexity</b>		
8.RL.10 Read literature independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with “stretch” texts in the grades 9–10 text complexity band with scaffolding as needed.	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA8.1B Students read and interpret a variety of literary texts.
<b>Reading Standards for Informational Texts (RI)</b>		
<b>Key Ideas and Details</b>		
8.RI.1 Cite a wide range of evidence throughout the text when useful to support analysis of what the text says explicitly as well as inferences drawn from the text.	Partial Alignment (specificity): CC content specifies citing evidence. WY specifies literary elements.	LA8.1B.1 Students make inferences about events, setting, style, tone, mood, and meaning.
8.RI.2 Provide an objective summary of a text, accurately conveying an author’s view and specific points.	Partial Alignment (specificity): WY is less specific.	LA8.1A.2 Students comprehend main idea and supporting details in grade-level-appropriate text.  LA8.1C.5 Students summarize and paraphrase information in chronological, sequential, or logical order.
<b>Craft and Structure</b>		
8.RI.3 Explain the comparisons an author makes through metaphors, allusions, and analogies in a text and analyze how those comparisons contribute to meaning.	Partial Alignment (specificity): WY is less specific.	LA8.1B.2 Students understand and identify significant literary elements such as author’s purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback,

		foreshadowing, and common themes.
8.RI.4 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	No match	
8.RI.5 Compare and contrast the points of view and purposes of two authors writing about the same topic.	Partial alignment (specificity): CC specifies what students should compare.	LA8.1A.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.
<b>Integration of Knowledge and Ideas</b>		
8.RI.6 Evaluate the advantages and disadvantages of using different mediums (e.g., text, video, multimedia) to present a particular topic or idea.	Weak alignment: Content is similar, but there are significant differences in phrasing and emphasis.	LA8.3.7 Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used to influence opinions, decision-making, and cultural perceptions.
8.RI.7 Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim.	No match	
8.RI.8 Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Partial alignment (specificity): CC specifies what students should compare.	LA8.1A.3 Students use strategies such as setting a purpose, predicting, cause/effect, comparing/contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.
<b>Range and Level of Text Complexity</b>		
8.RI.9 Read informational text independently, proficiently, and fluently in the grades 6–8 text complexity band; engage in sustained practice with “stretch” texts in the grades 9–10 text	Partial alignment (implicit): Content is similar with some difference in phrasing and emphasis. WY does not include a means for determining text level or complexity.	LA8.1C.4 Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.

complexity band with scaffolding as needed.		
<b>Writing Standards (W)</b>		
<b>Text Types and Purposes</b>		
<p>8.W.1 Write arguments in which they:</p> <p>a. Introduce a claim about a topic or issue, distinguish it from alternate or opposing claims, and organize the reasons and evidence logically to support the claim.</p> <p>b. Support the claim with logical reasoning and detailed and relevant evidence from credible sources to demonstrate a comprehensive understanding of the topic.</p> <p>c. Use words, phrases, and clauses to make clear the relationships among claims, reasons, counterclaims, and evidence.</p> <p>d. Sustain an objective style and tone.</p> <p>e. Provide a concluding statement or section that follows logically from</p>	<p>Partial alignment (specificity): WY is less specific.</p> <p>Partial alignment (specificity): WY is less specific.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing.</p> <p>No match</p> <p>No match</p>	<p>LA8.2A.1 Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.</p> <p>LA11.3.4 Students use strategies to make persuasive presentations by:</p> <p>a. Presenting a coherent argument;</p> <p>b. Citing persuasive evidence;</p> <p>c. Using rhetorical strategies to support reasoning; and</p> <p>d. Addressing counter-arguments and concerns.</p> <p>LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.</p>

the argument.		
<p>8.W.2 Write informative/explanatory texts in which they:</p> <ul style="list-style-type: none"> <li>a. Introduce and establish a topic and organize information under broader concepts or categories.</li> <li>b. Develop the topic with well-chosen, relevant, and accurate facts, concrete details, quotations, or other information and examples.</li> <li>c. Use varied links and sentence structures to create cohesion and clarify information and ideas.</li> <li>d. Use precise language and domain-specific and technical wording (when appropriate) and sustain a formal, objective style appropriate for a reader seeking information.</li> <li>e. Provide a conclusion that follows logically from the information or explanation presented.</li> </ul>	<p>Strong alignment</p> <p>Partial alignment (implicit): Content is similar, with some differences in phrasing and emphasis.</p> <p>Same as above</p> <p>Partial alignment (specificity): WY specifies effective transitions and sentence fluency.</p> <p>Partial alignment (specificity): CC specifies the kind of word choices and the effects of word choice.</p> <p>Same as above</p>	<p>LA8.2B.3 Students produce expository essays, technical writing, and reports.</p> <p>LA8.2A.1 Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.</p> <p>LA8.2A.3 Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.</p> <p>LA8.2A.6 Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.</p> <p>LA8.2A.5 Students use meaningful word choice to achieve purpose.</p>
<p>8.W. 3 Write narratives in which they:</p> <ul style="list-style-type: none"> <li>a. Engage and orient the reader by</li> </ul>	<p>Weak alignment: WY content does not</p>	<p>LA7.2A.2 Students organize writing</p>

<p>establishing a context and point of view, and purposefully organize a progression of events or experiences.</p> <p>b. Develop narrative elements (e.g., setting, plot, event sequence, complex characters) with well-chosen, relevant, and specific sensory details.</p> <p>c. Use a variety of techniques to convey sequence in multiple storylines, shift from one time frame or setting to another, and/or show the relationships among events or experiences.</p> <p>d. Choose words and phrases to effectively develop the events, experiences, and ideas precisely and to create mood.</p> <p>e. Provide a satisfying conclusion that follows from the events, experiences, or ideas.</p>	<p>include establishing context or point of view. WY is in 7<sup>th</sup> grade.</p> <p>Partial alignment (implicit): Content is similar, with some difference in phrasing and emphasis.</p> <p>No match</p> <p>Weak alignment: CC content specifies what purposes word choice serves. WY content is in 7<sup>th</sup> grade.</p> <p>Weak alignment: WY content includes beginnings and transitions. WY content is in 7<sup>th</sup> grade.</p>	<p>logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</p> <p>LA8.2B.1 Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies.</p> <p>LA7.2A.3 Students use meaningful word choice, voice, and sentence fluency.</p> <p>LA7.2A.2 Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</p>
<b>Production and Distribution of Writing</b>		
<p>8.W.4 Produce writing in which the organization, development, substance, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined</p>	<p>Strong alignment</p>	<p>LA8.2A.4 Student writing is appropriate for intended audience and purposes; voice is apparent.</p>

in Standards 1–3 above.)		
8.W.5 With some guidance and support from peers and adults, strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach after rethinking how well questions of purpose and context have been addressed.	Partial alignment (specificity): WY specifies using resources. CC specifies guidance and support from others.	<p>LA8.2A.2 Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.</p> <p>LA8.2A.8 Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.</p> <p>LA8.2A.9 Students use strategies to edit and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals.</p>
8.W.6 Use technology, including the Internet, to present and cite information effectively in a digital format, including when publishing and responding to writing.	Partial alignment (specificity): WY is less specific.	LA8.2A.10 Students use word processing in the writing process.
<b>Research to Build Knowledge</b>		
8.W.7 Perform short, focused research projects in response to a question and generate additional related questions that allow for multiple avenues of exploration.	Weak alignment: Content is similar, with some difference in emphasis. WY content is in 7 <sup>th</sup> grade.	<p>LA7.2B.2 Students write reports and present demonstrations.</p> <ul style="list-style-type: none"> <li>a. Students explain problem, solution, and procedures.</li> <li>b. Students use a variety of strategies to identify topics to</li> </ul>

	Partial alignment (scope): WY includes synthesizing information and including evidence.	investigate such as constructing questions, narrowing the focus, and gathering information.  LA8.2B.4 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.
8.W.8 Gather relevant information from multiple print and digital sources using advanced search features; assess the credibility and accuracy of each source; and quote or paraphrase the evidence, avoiding plagiarism and following a standard format for citation.	Partial alignment (implicit): Content is similar with some differences in emphasis and phasing.	LA8.1C.1 Students conduct research using multiple resources.  LA8.1C.2 Students analyze data or make generalizations based on explicitly stated information.  LA8.1C.3 Students support conclusions with facts and/or citations.  LA8.1C.5 Students summarize and paraphrase information in chronological, sequential, or logical order.  LA8.2B.4 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.
8.W.9 Write in response to literary or informational sources, drawing evidence	Partial alignment (specificity): WY specifies strategies. See CC grade 8	LA8.2B.2 Students write and share literary analyses using grade-level-

<p>from the text to support analysis and reflection as well as to describe what they have learned:</p> <ul style="list-style-type: none"> <li>a. Apply grade 8 reading standards to literature (e.g., “Compare a fictional portrayal of a time, place, or character to historical sources from the same period as a means of understanding how authors use or alter history”).</li> <li>b. Apply grade 8 reading standards to literary nonfiction (e.g., “Evaluate an argument’s claims and reasoning as well as the degree to which evidence supports each claim”).</li> <li>c.</li> </ul>	<p>reading standards for WY coverage of that content.</p>	<p>appropriate strategies by:</p> <ul style="list-style-type: none"> <li>a. Stating an interpretive, analytic, evaluative, or reflective position;</li> <li>b. Supporting inferences or conclusions with examples from the text, personal experience, or other works.</li> </ul> <p>LA8.2B.4 Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.</p>
<p><b>Range of Writing</b></p>		
<p>8.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>No match</p>	
<p><b>Speaking and Listening Standards (SL)</b></p>		
<p><b>Comprehension and Collaboration</b></p>		
<p>8.SL.1 Initiate and engage actively in group discussions on <i>grade 8 topics, texts, and issues</i> being studied in class.</p> <ul style="list-style-type: none"> <li>a. Prepare for discussions by completing reading or conducting research and explicitly draw on that material in discussions.</li> <li>b. Cooperate with peers to set clear</li> </ul>	<p>Partial alignment (specificity): CC specifies the strategies.</p> <p>No match</p>	<p>LA8.3.4 Students use strategies to present oral interpretations of literature.</p>

<p>goals and deadlines.</p> <p>c. Advance a discussion by asking questions, responding precisely, and sharing factual knowledge and observations supported by credible evidence.</p> <p>d. Ensure a hearing for the range of positions on an issue.</p> <p>e. Qualify or justify, when warranted, their own thinking after listening to others' questions or accounts of the evidence.</p>	<p>Partial alignment (specificity): CC specifies strategies.</p> <p>Same as above</p> <p>Same as above</p>	<p>LA8.3.5 Students use strategies to contribute to group discussions, including building upon previous comments.</p>
<p>8.SL.2 Determine the purpose of and perspectives represented in oral, visual, or multimodal formats and evaluate whether the information is laden with social, commercial, or political motives.</p>	<p>Partial alignment (implicit): Content is similar, with some differences in phrasing.</p>	<p>LA8.3.7 Students understand and analyze techniques used in various media such as propaganda, images, and symbols central to a particular message, and visual techniques used to influence opinions, decision-making, and cultural perceptions.</p>
<p>8.SL.3 Assess the truth of a speaker's or presenter's premises and the validity of his or her conclusions.</p>	<p>Partial alignment (grade level): WY content is in 11<sup>th</sup> grade.</p>	<p>LA11.3.1 Students speak for a variety of purposes including:</p> <ul style="list-style-type: none"> <li>a. Explaining a speaker's or performer's intent; and</li> <li>b. Evaluating the accuracy, relevance, and bias of sources.</li> </ul>
<b>Presentation of Knowledge and Ideas</b>		
<p>8.SL.4 Present claims and findings with relevant evidence that is accessible and verifiable to listeners, and use appropriate eye contact, adequate volume, and clear</p>	<p>Strong alignment</p>	<p>LA8.3.1 Students speak on a focused topic with clear organization, substantial content, and audience awareness.</p>

pronunciation.		LA8.3.2 Students use effective delivery skills (volume, eye contact, posture, poise, gestures, enunciation and inflection) appropriate to audience and purpose.
8.SL.5 Incorporate digital media and visual displays of data when helpful and in a manner that strengthens the presentation.	Strong alignment	LA8.3.3 Students use multi-media to support presentations when appropriate.
8.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating a command of formal English when indicated or appropriate.	No match	
<b>Standards for Language (L)</b>		
<b>Conventions in Writing and Speaking</b>		
8.L.1 Observe conventions of grammar and usage. a. Form and use verbs in the active and passive voice.  b. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.  c. Recognize and correct inappropriate shifts in verb voice and mood.*	No match  Partial alignment (scope): CC includes indicative, interrogative, and subjective moods  No match	LA11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by: e. Using conditional tenses
8.L.2 Observe conventions of capitalization, punctuation, and spelling. a. Use a comma to separate coordinate adjectives (e.g., <i>It was</i>	No match	

<p><i>a fascinating, enjoyable movie but not He wore an old[,] green shirt).</i></p> <p>b. Use a comma, ellipses, or dash to indicate a pause or break.</p> <p>c. Spell correctly.</p>	<p>Partial alignment (scope): WY includes other writing conventions.</p> <p>Partial alignment (scope): WY includes other writing conventions.</p>	<p>LA11.2A.7 Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:</p> <p>d. Using ellipses and semicolons;</p> <p>LA8.2A.7 Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.</p>
<p>8.L.3 Make effective language choices.</p> <p>a. Use verbs in the active and passive voice and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>	<p>Partial alignment (specificity): CC specifies choices for verb types.</p>	<p>LA8.2A.5 Students use meaningful word choice to achieve purpose.</p>
<b>Vocabulary Acquisition and Use</b>		
<p>8.L.4 Determine word meanings (<i>based on grade 8 reading</i>).</p> <p>a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as using semantic clues (e.g., sentence and paragraph context, the organizational pattern of the text); using syntactic clues (e.g., the word's position or function in the</p>	<p>Partial alignment (specificity): CC specifies types of context clues.</p>	<p>LA8.1A.1 Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.</p>

<p>sentence); analyzing the word's sounds, spelling, and meaningful parts; and consulting reference materials, both print and digital.</p> <p>b. Use a known root as a clue to the meaning of an unknown word (e.g., precede, recede, secede).</p> <p>c. Verify the preliminary determination of a word's meaning (e.g., by checking the inferred meaning in context or looking up the word in a dictionary).</p> <p>d. Interpret various figures of speech (e.g. verbal irony, puns) relevant to particular texts.</p>	<p>Weak alignment: WY content is in 4th grade. WY includes prefixes and suffixes.</p> <p>Weak alignment: Content is similar, but there is a significant difference in emphasis. WY content is in 6th grade.</p> <p>Partial alignment (grade level): WY content is in 7<sup>th</sup> grade.</p>	<p>LA4.1A.7 Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.</p> <p>LA6.2A.5 Students use a variety of writing tools including a thesaurus, dictionary, reference material, and technology.</p> <p>LA7.1A.1 Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>LA.7.1B.3 Students understand personification, hyperbole, imagery.</p>
<p>8.L.5 Understand word relationships.</p> <p>a. Trace the network of uses and meanings different words have and the interrelationships among those meanings and uses.</p> <p>b. Distinguish a word from other words with similar denotations but different connotations.</p>	<p>No match</p>	
<p>8.L.6 Use grade-appropriate general</p>	<p>Partial alignment (scope): CC specifies</p>	<p>LA8.1A.1 Students use word origins,</p>

academic vocabulary and English language arts–specific words and phrases taught directly and gained through reading and responding to texts.	vocabulary gained through reading and responding to texts.	context clues, and personal connections to develop vocabulary and understand grade-level-appropriate technical and subject specific terms.
--	--	--