

Main Criteria: Medieval History-Based Writing Lessons

Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grades: 6, 7, 8

Medieval History-Based Writing Lessons

Lesson 01: Unit 1 Note Taking an Outlines, p. 11-16

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration

GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details

GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD	WY.W.8.	Writing Standards
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BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD	WY.W.8.	Writing Standards
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BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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CONTENT STANDARD	WY.SL.8. Speaking and Listening Standards	
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BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD	WY.SL.8. Speaking and Listening Standards	
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BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.8. Language Standards	

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD	WY.L.8. Language Standards	
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 02: Unit 2 Writing from Notes, p. 17-26

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD	WY.W.6.	Writing Standards

BENCHMARK			Production and Distribution of Writing						
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)							
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.							
CONTENT STANDARD	WY.W.6.	Writing Standards							
BENCHMARK									
Research to Build and Present Knowledge									
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.							
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").							
CONTENT STANDARD	WY.W.6.	Writing Standards							
BENCHMARK									
Range of Writing									
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.							
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards							
BENCHMARK									
Comprehension and Collaboration									
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.							
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.							
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.							
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.							
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.							
CONTENT STANDARD	WY.L.6.	Language Standards							
BENCHMARK									
Conventions of Standard English									
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RI.7. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD **WY.RI.7. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing

GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.7.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.RI.8.** **Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD **WY.RI.8.** **Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD **WY.W.8.** **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.8.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION W.8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION W.8.2(c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION W.8.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION W.8.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8.** **Writing Standards**

BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.8.	Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(d) Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.8.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.8.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 03: Unit 2 Writing from Notes, p. 27-34

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		
Integration of Knowledge and Ideas		

GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		
Text Types and Purposes		

GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		
Production and Distribution of Writing		

GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		
Research to Build and Present Knowledge		

GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		
Range of Writing		

GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.RI.7. Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD	WY.RI.7. Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD	WY.W.7. Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7. Writing Standards	
BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards
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BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD	WY.L.7. Language Standards
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BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD	WY.L.7. Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD	WY.L.7. Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.RI.8. Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD	WY.RI.8. Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.8. Language Standards	

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	WY.L.8. Language Standards	
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.8. Language Standards	
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 04: Unit 2 Writing from Notes, p. 35-44

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
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BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD	WY.W.6.	Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.

EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RI.7. Reading Standards for Informational Text**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD	WY.W.8.	Writing Standards
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BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(d) Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.8.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.8.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 05: Unit 3 Retelling Narrative Stories, p. 45-52

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD	WY.RL.6. Reading Standards for Literature
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD	WY.RL.6. Reading Standards for Literature
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CONTENT STANDARD	WY.RL.6. Reading Standards for Literature
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BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD	WY.W.6. Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD	WY.W.6. Writing Standards
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BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards
BENCHMARK		
GRADE LEVEL EXAMPLE	SL.6.1.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		
GRADE LEVEL EXAMPLE	L.6.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		
GRADE LEVEL EXAMPLE	L.6.2.	Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2(a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.8.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 53-60

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD	WY.RL.6.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD	WY.RL.6.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD	WY.RL.6.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
BENCHMARK		
		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		
		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		
		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		
		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		
		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards	
BENCHMARK	Comprehension and Collaboration	
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards	
BENCHMARK	Presentation of Knowledge and Ideas	
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK	Knowledge of Language	
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK	Vocabulary Acquisition and Use	
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK	Vocabulary Acquisition and Use	

GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		
Production and Distribution of Writing		

GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		

GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD		

BENCHMARK	WY.W.8.	Range of Writing
GRADE LEVEL EXAMPLE		

GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD		

BENCHMARK	WY.SL.8.	Speaking and Listening Standards
GRADE LEVEL EXAMPLE		

GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION		

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION		

EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION		

EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION		

EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD		

BENCHMARK	WY.SL.8.	Speaking and Listening Standards
BENCHMARK		

GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(b) Form and use verbs in the active and passive voice.

EXPECTATION L.8.1(d) Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.8.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.8.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK	Research to Build and Present Knowledge	
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK	Range of Writing	
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK	Comprehension and Collaboration	
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK	Presentation of Knowledge and Ideas	
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK	Knowledge of Language	
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(b) Form and use verbs in the active and passive voice.

EXPECTATION L.8.1(d) Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.8.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.8.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards**Language Arts****Grade 6 - Adopted: 2012****CONTENT STANDARD** **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		
Production and Distribution of Writing		
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		
Range of Writing		
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		
Comprehension and Collaboration		
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		
Conventions of Standard English		
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD WY.L.6. Language Standards		

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2(a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION SL.7.1(d) Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK	Craft and Structure	
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GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD	WY.RL.8. Reading Standards for Literature
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BENCHMARK	Range of Reading and Level of Text Complexity	
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GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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CONTENT STANDARD	WY.W.8. Writing Standards
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BENCHMARK	Text Types and Purposes	
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GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD	WY.W.8. Writing Standards
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BENCHMARK	Text Types and Purposes	
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GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD	WY.W.8. Writing Standards
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BENCHMARK	Production and Distribution of Writing	
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GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD	WY.W.8. Writing Standards
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BENCHMARK	Research to Build and Present Knowledge	
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GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 4 Summarizing a Reference, p. 79-86

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD	WY.W.7.	Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD	WY.W.7.	Writing Standards
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BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards
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BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD	WY.L.7. Language Standards
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BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD	WY.L.7. Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD	WY.L.7. Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.RI.8. Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD	WY.RI.8. Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	WY.SL.8. Speaking and Listening Standards
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BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD	WY.SL.8. Speaking and Listening Standards
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BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.8. Language Standards	

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD	WY.L.8. Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD	WY.L.8. Language Standards
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Vocabulary Acquisition and Use		
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 10: Unit 4 Summarizing a Reference, p. 87-96

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

Key Ideas and Details		
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

Craft and Structure		
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD WY.RI.6. Reading Standards for Informational Text

Integration of Knowledge and Ideas		
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD WY.W.6. Writing Standards

Text Types and Purposes		
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not').
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RI.7. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD	WY.W.8.	Writing Standards
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BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(b) Form and use verbs in the active and passive voice.

EXPECTATION L.8.1(d) Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.8.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.8.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 11: Unit 4 Summarizing a Reference, p. 97-104

Wyoming Content and Performance Standards

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RI.7. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD **WY.RI.7. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(b) Form and use verbs in the active and passive voice.

EXPECTATION L.8.1(d) Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.8.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.8.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 12: Unit 4 Summarizing a Reference, p. 105-116

Wyoming Content and Performance Standards

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK	Key Ideas and Details	
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK	Craft and Structure	
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
BENCHMARK	Integration of Knowledge and Ideas	
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK	Text Types and Purposes	
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK	Production and Distribution of Writing	

GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RI.7. Reading Standards for Informational Text**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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CONTENT STANDARD **WY.RI.7. *Reading Standards for Informational Text***

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD **WY.W.7. *Writing Standards***

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.7. *Writing Standards***

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.7. *Writing Standards***

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD	WY.W.8.	Writing Standards
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BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(b) Form and use verbs in the active and passive voice.

EXPECTATION L.8.1(d) Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.8.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.8.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards**Language Arts****Grade 6 - Adopted: 2012**

CONTENT STANDARD	WY.W.6. Writing Standards
BENCHMARK	Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.6.3(a) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.6.3(d) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e) Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.6. Writing Standards
BENCHMARK	Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6. Writing Standards
BENCHMARK	Range of Writing
GRADE LEVEL EXAMPLE	W.6.10. 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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.6. Speaking and Listening Standards
BENCHMARK	Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION SL.7.1(d) Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		
		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		
		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards
BENCHMARK		
		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		
		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD	WY.L.6.	Language Standards
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BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION L.6.2(a) Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD	WY.L.6.	Language Standards
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BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.6.3(a) Vary sentence patterns for meaning, reader/ listener interest, and style.

CONTENT STANDARD	WY.L.6.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.W.7.	Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION W.7.3(c) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

EXPECTATION W.7.3(e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD	WY.W.7.	Writing Standards
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BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		
Research to Build and Present Knowledge		

GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		
Range of Writing		

GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		
Comprehension and Collaboration		

GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		
Presentation of Knowledge and Ideas		

GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		
Conventions of Standard English		

GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.W.8.	Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD	WY.W.8.	Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION W.8.3(c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

EXPECTATION W.8.3(e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD	WY.W.8.	Writing Standards
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BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE W.8.8. 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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE W.8.10. 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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION SL.8.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION SL.8.1(b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION SL.8.1(c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION SL.8.1(d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(b) Form and use verbs in the active and passive voice.

EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 15: Unit 5 Writing from Pictures, p. 129-134

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

EXPECTATION W.8.3(c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

EXPECTATION W.8.3(e) Provide a conclusion that follows from and reflects on the narrated experiences or events.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
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GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.8. Language Standards	

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 16: Unit 6 Summarizing Multiple References, p. 135-142

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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CONTENT STANDARD **WY.RI.6. *Reading Standards for Informational Text***

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
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CONTENT STANDARD **WY.RI.6. *Reading Standards for Informational Text***

BENCHMARK		Integration of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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CONTENT STANDARD **WY.W.6. *Writing Standards***

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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CONTENT STANDARD **WY.W.6. *Writing Standards***

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RI.7. Reading Standards for Informational Text	
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7. Reading Standards for Informational Text	
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD	WY.W.7. Writing Standards	
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7. Writing Standards	
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE W.7.8. 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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION W.7.9(b) Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE W.7.10. 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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION SL.7.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION SL.7.1(b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION SL.7.1(c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION SL.7.1(d) Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7.** **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CONTENT STANDARD **WY.L.7.** **Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD **WY.L.7.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.7.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.RI.8.** **Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD **WY.RI.8.** **Reading Standards for Informational Text**

Craft and Structure		
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD	WY.W.8.	Writing Standards
Text Types and Purposes		
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.8.	Writing Standards
Production and Distribution of Writing		
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.8.	Writing Standards
Research to Build and Present Knowledge		
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.8.	Writing Standards

BENCHMARK			Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.	
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards	
BENCHMARK			Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards	
BENCHMARK			Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
CONTENT STANDARD	WY.L.8.	Language Standards	
BENCHMARK			Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.	
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.	
CONTENT STANDARD	WY.L.8.	Language Standards	
BENCHMARK			Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	

EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD	WY.L.8.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 17: Unit 6 Summarizing Multiple References, p. 143-154

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
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BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD	WY.W.6.	Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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CONTENT STANDARD	WY.L.6.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD	WY.L.6.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD	WY.RI.7.	Reading Standards for Informational Text
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD	WY.W.7.	Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards	
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.RI.8. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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CONTENT STANDARD **WY.RI.8. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 18: Unit 6 Summarizing Multiple References, p. 155-162

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD **WY.RI.6. *Reading Standards for Informational Text***

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD **WY.RI.6. *Reading Standards for Informational Text***

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD **WY.W.6. *Writing Standards***

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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CONTENT STANDARD **WY.W.6. *Writing Standards***

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RI.7. Reading Standards for Informational Text	
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
CONTENT STANDARD	WY.RI.7. Reading Standards for Informational Text	
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CONTENT STANDARD	WY.W.7. Writing Standards	
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7. Writing Standards	
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE W.7.8. 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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION W.7.9(b) Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE W.7.10. 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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION SL.7.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION SL.7.1(b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION SL.7.1(c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION SL.7.1(d) Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7.** **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CONTENT STANDARD **WY.L.7.** **Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD **WY.L.7.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.7.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.RI.8.** **Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD **WY.RI.8.** **Reading Standards for Informational Text**

Craft and Structure		
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD	WY.W.8.	Writing Standards
Text Types and Purposes		
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.8.	Writing Standards
Production and Distribution of Writing		
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.8.	Writing Standards
Research to Build and Present Knowledge		
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.8.	Writing Standards

Range of Writing		
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards
Comprehension and Collaboration		
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards
Presentation of Knowledge and Ideas		
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.8.	Language Standards
Conventions of Standard English		
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	WY.L.8.	Language Standards
Vocabulary Acquisition and Use		
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 19: Unit 6 Summarizing Multiple References, p. 163-170

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

CONTENT STANDARD **WY.RI.6. Reading Standards for Informational Text**

BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	L.6.2(a)	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RI.7.** **Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CONTENT STANDARD **WY.RI.7.** **Reading Standards for Informational Text**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD **WY.W.7.** **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 20: Unit 7 Inventive Writing, p. 171-178

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6. Writing Standards	

BENCHMARK **Research to Build and Present Knowledge**

GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK	Production and Distribution of Writing	
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK	Research to Build and Present Knowledge	
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK	Range of Writing	
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK	Comprehension and Collaboration	
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		
		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		
		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		
		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		
		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Wyoming Content and Performance Standards		
Language Arts		
Grade 8 - Adopted: 2012		
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		
		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(b) Form and use verbs in the active and passive voice.

EXPECTATION L.8.1(d) Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 21: Unit 7 Inventive Writing, p. 179-186

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD	WY.L.6. Language Standards	

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION SL.7.1(d) Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.8.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK	Production and Distribution of Writing	
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK	Research to Build and Present Knowledge	
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK	Range of Writing	
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK	Comprehension and Collaboration	
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.8.1(b) Form and use verbs in the active and passive voice.

EXPECTATION L.8.1(d) Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 22: Unit 7 Inventive Writing, p. 187-194

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.6.2(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		
Presentation of Knowledge and Ideas		

GRADE LEVEL EXAMPLE SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		
Conventions of Standard English		

GRADE LEVEL EXAMPLE L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		
Knowledge of Language		

GRADE LEVEL EXAMPLE L.7.3. Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		
Vocabulary Acquisition and Use		

GRADE LEVEL EXAMPLE L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		
Text Types and Purposes		

GRADE LEVEL EXAMPLE W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.8.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

EXPECTATION W.8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 7 Inventive Writing, p. 195-200

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Wyoming Content and Performance Standards		
Language Arts		
Grade 7 - Adopted: 2012		
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
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EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

Presentation of Knowledge and Ideas		
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.8.	Language Standards
Conventions of Standard English		
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	WY.L.8.	Language Standards
Vocabulary Acquisition and Use		
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Lesson 24: Unit 7 Inventive Writing, p. 201-208		

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

Writing Standards		
CONTENT STANDARD	WY.W.6.	Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Writing Standards		
CONTENT STANDARD	WY.W.6.	Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	W.6.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

EXPECTATION	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
EXPECTATION	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		
		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		
		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		
		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards
BENCHMARK		
		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

EXPECTATION L.6.1(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.6.3(a) Vary sentence patterns for meaning, reader/ listener interest, and style.

CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.6.4(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.W.7.** **Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **WY.W.7.** **Writing Standards**

BENCHMARK		
Text Types and Purposes		
GRADE LEVEL EXAMPLE		
EXPECTATION	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.7.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
EXPECTATION	W.7.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		
Production and Distribution of Writing		
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		
Research to Build and Present Knowledge		
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		
Range of Writing		
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.7.	Speaking and Listening Standards
BENCHMARK		
Comprehension and Collaboration		
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION SL.7.1(d) Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.7.4(c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	W.8.3(c)	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
EXPECTATION	W.8.3(e)	Provide a conclusion that follows from and reflects on the narrated experiences or events.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(c)	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards**Language Arts****Grade 6 - Adopted: 2012**

CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Range of Writing

GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.W.7. Writing Standards
BENCHMARK	Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c) Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7. Writing Standards
BENCHMARK	Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7. Writing Standards
BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8. 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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.7. Writing Standards
BENCHMARK	Range of Writing
GRADE LEVEL EXAMPLE	W.7.10. 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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards	
BENCHMARK	Comprehension and Collaboration	
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards	
BENCHMARK	Presentation of Knowledge and Ideas	
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK	Conventions of Standard English	
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK	Knowledge of Language	
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK	Vocabulary Acquisition and Use	
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Range of Writing

GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards**Language Arts****Grade 6 - Adopted: 2012**

CONTENT STANDARD	WY.RI.6. Reading Standards for Informational Text
BENCHMARK	Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RI.6.2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RI.6.3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
CONTENT STANDARD	WY.RI.6. Reading Standards for Informational Text
BENCHMARK	Craft and Structure
GRADE LEVEL EXAMPLE	RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
CONTENT STANDARD	WY.RI.6. Reading Standards for Informational Text
BENCHMARK	Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
CONTENT STANDARD	WY.W.6. Writing Standards
BENCHMARK	Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.6.2(c) Use appropriate transitions to clarify the relationships among ideas and concepts.
EXPECTATION	W.6.2(d) Use precise language and domain-specific vocabulary to inform about or explain the topic.

EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.6.** **Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RI.7.** **Reading Standards for Informational Text**

BENCHMARK		Key Ideas and Details
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GRADE LEVEL EXAMPLE	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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GRADE LEVEL EXAMPLE	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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CONTENT STANDARD **WY.RI.7. *Reading Standards for Informational Text***

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

CONTENT STANDARD **WY.W.7. *Writing Standards***

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.7. *Writing Standards***

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.7. *Writing Standards***

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
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GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
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GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CONTENT STANDARD	WY.L.7.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
CONTENT STANDARD	WY.RI.8.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD	WY.RI.6.	Reading Standards for Informational Text
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BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CONTENT STANDARD	WY.W.6.	Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts.
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EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.
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CONTENT STANDARD	WY.W.6.	Writing Standards
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BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD	WY.W.6.	Writing Standards
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BENCHMARK			Research to Build and Present Knowledge			
GRADE LEVEL EXAMPLE	W.6.7.		Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.			
GRADE LEVEL EXAMPLE	W.6.8.		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 providing basic bibliographic information for sources.			
CONTENT STANDARD	WY.W.6. Writing Standards					
BENCHMARK		Range of Writing				
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.				
CONTENT STANDARD	WY.SL.6. Speaking and Listening Standards					
BENCHMARK		Comprehension and Collaboration				
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.				
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.				
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.				
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.				
CONTENT STANDARD	WY.L.6. Language Standards					
BENCHMARK		Conventions of Standard English				
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).				
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.				
CONTENT STANDARD	WY.L.6. Language Standards					
BENCHMARK		Knowledge of Language				
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.				

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD	WY.L.6.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXAMPLE L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.7.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge

GRADE LEVEL EXAMPLE	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD	WY.L.7.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
EXPECTATION	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented.

CONTENT STANDARD	WY.W.8.	Writing Standards
BENCHMARK		Production and Distribution of Writing

GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		
Research to Build and Present Knowledge		
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		
Range of Writing		
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		
Comprehension and Collaboration		
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		
Presentation of Knowledge and Ideas		
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		
Conventions of Standard English		

GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
CONTENT STANDARD	WY.L.8.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use

GRADE LEVEL EXAMPLE L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 233-238

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD	WY.RL.6.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
CONTENT STANDARD	WY.RL.6.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
CONTENT STANDARD	WY.RL.6.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.
CONTENT STANDARD	WY.W.6.	Writing Standards
BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
CONTENT STANDARD	WY.SL.6.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
CONTENT STANDARD	WY.L.6. Language Standards	

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
EXPECTATION	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD **WY.RL.7. Reading Standards for Literature**

Key Ideas and Details		
GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
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Range of Reading and Level of Text Complexity		
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD	WY.W.7.	Writing Standards
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Text Types and Purposes		
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD	WY.W.7.	Writing Standards
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Production and Distribution of Writing		
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD	WY.W.7.	Writing Standards
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Research to Build and Present Knowledge		
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD	WY.W.7.	Writing Standards
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Range of Writing		
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards	
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
CONTENT STANDARD	WY.SL.7. Speaking and Listening Standards	
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CONTENT STANDARD	WY.L.7. Language Standards	
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD **WY.RL.8. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK			Production and Distribution of Writing	
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	GRADE LEVEL EXAMPLE	W.8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CONTENT STANDARD	WY.W.8.	Writing Standards	BENCHMARK	Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	GRADE LEVEL EXAMPLE	W.8.8. 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 while avoiding plagiarism and following a standard format for citation.
CONTENT STANDARD	WY.SL.8.	Speaking and Listening Standards	BENCHMARK	Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.	EXPECTATION	SL.8.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	EXPECTATION	SL.8.1(c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	CONTENT STANDARD	WY.SL.8. Speaking and Listening Standards
BENCHMARK	Presentation of Knowledge and Ideas			

GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
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EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
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EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 239-244

Wyoming Content and Performance Standards

Language Arts

Grade 6 - Adopted: 2012

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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CONTENT STANDARD	WY.RL.6.	Reading Standards for Literature
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BENCHMARK		Craft and Structure
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GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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CONTENT STANDARD	WY.RL.6.	Reading Standards for Literature
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BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD	WY.W.6.	Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD	WY.W.6.	Writing Standards
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BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD	WY.W.6.	Writing Standards
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BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.
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CONTENT STANDARD	WY.W.6.	Writing Standards
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BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	L.6.3(a)	Vary sentence patterns for meaning, reader/ listener interest, and style.
EXPECTATION	L.6.3(b)	Maintain consistency in style and tone.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD WY.RL.7. Reading Standards for Literature

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD WY.RL.7. Reading Standards for Literature

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD WY.W.7. Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD WY.W.7. Writing Standards

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD WY.W.7. Writing Standards

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD WY.W.7. Writing Standards

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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EXPECTATION	SL.7.1(c)	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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EXPECTATION	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views.
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CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION	L.7.1(b)	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
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GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Wyoming Content and Performance Standards

Language Arts

Grade 8 - Adopted: 2012

CONTENT STANDARD

WY.RL.8. Reading Standards for Literature

BENCHMARK		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
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CONTENT STANDARD

WY.W.8. Writing Standards

BENCHMARK		Text Types and Purposes
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GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD

WY.W.8. Writing Standards

BENCHMARK		Production and Distribution of Writing
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GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD

WY.W.8. Writing Standards

BENCHMARK		Research to Build and Present Knowledge
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GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD

WY.W.8. Writing Standards

BENCHMARK		Range of Writing
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GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.
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CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards**Language Arts****Grade 6 - Adopted: 2012****CONTENT STANDARD** **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXAMPLE	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CONTENT STANDARD **WY.RL.6. Reading Standards for Literature**

BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXAMPLE	W.6.8.	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 providing basic bibliographic information for sources.

CONTENT STANDARD **WY.W.6. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.6.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.6. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
EXPECTATION	SL.6.1(d)	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CONTENT STANDARD **WY.L.6. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
EXPECTATION	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CONTENT STANDARD	WY.L.6.	Language Standards
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BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.6.3(a) Vary sentence patterns for meaning, reader/ listener interest, and style.

CONTENT STANDARD	WY.L.6.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD	WY.L.6.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

Grade 7 - Adopted: 2012

CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXAMPLE	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

CONTENT STANDARD	WY.RL.7.	Reading Standards for Literature
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BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION W.7.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXAMPLE	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.7.8.	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 while avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD **WY.W.7. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.7.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION SL.7.1(a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

EXPECTATION SL.7.1(b) Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

EXPECTATION SL.7.1(c) Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

EXPECTATION SL.7.1(d) Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD **WY.SL.7. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
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GRADE LEVEL EXAMPLE SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION L.7.1(b) Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Knowledge of Language
GRADE LEVEL EXAMPLE	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.

EXPECTATION L.7.3(a) Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

EXPECTATION L.7.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

EXPECTATION L.7.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CONTENT STANDARD **WY.L.7. Language Standards**

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD	WY.RL.8. Reading Standards for Literature
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BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CONTENT STANDARD	WY.RL.8. Reading Standards for Literature
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BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CONTENT STANDARD	WY.RL.8. Reading Standards for Literature
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BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

CONTENT STANDARD	WY.W.8. Writing Standards
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BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

EXPECTATION	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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CONTENT STANDARD	WY.W.8. Writing Standards
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BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXAMPLE	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
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CONTENT STANDARD	WY.W.8. Writing Standards
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BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

GRADE LEVEL EXAMPLE	W.8.8.	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 while avoiding plagiarism and following a standard format for citation.
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CONTENT STANDARD **WY.W.8. Writing Standards**

BENCHMARK		Range of Writing
GRADE LEVEL EXAMPLE	W.8.10.	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 discipline-specific tasks, purposes, and audiences.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.8.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	SL.8.1(b)	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
EXPECTATION	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

CONTENT STANDARD **WY.SL.8. Speaking and Listening Standards**

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CONTENT STANDARD **WY.L.8. Language Standards**

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.8.1(a)	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
EXPECTATION	L.8.1(b)	Form and use verbs in the active and passive voice.
EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.

CONTENT STANDARD	WY.L.8.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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CONTENT STANDARD	WY.L.8.	Language Standards
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BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.