

## Wyoming Curriculum Matrix for English Language Arts

Wyoming English Language Arts Content Standards/Benchmarks/ Sub-Benchmarks Grade Span 9-12	National Essential Skills Study (NESS) Rankings		PAWS	NESS	Priority
	Rank				
LA11.1A.1 - Students demonstrate understanding in their reading of grade-appropriate texts based on a variety of text features, such as evidence presented, text format, and use of language including: a. Literal comprehension (main idea, summarizing, paraphrasing) and b. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).	E2	Read for main ideas and supporting details and discriminate important ideas from unimportant ideas to aid comprehension.	H	H	H
	E22	Use a variety of organizational formats (compare/contrast, cause/effect, inductive/deductive, most important to least important, and least important to most important) that support the purpose of a writing activity.			
	E26	Use ideas from different sources to write a paper that expresses a personal opinion or uses specific evidence from literary texts to support an opinion.			
LA11.1A.2 - Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.	E5	Develop processes or techniques for building vocabulary, decoding unfamiliar words/texts, and understanding or remembering information by using such strategies as context clues, word structure, letter-sound relationships, word histories, and mnemonics.	H	H	H
LA11.1B.3 - Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose: symbolism; mood/tone; allusion; irony, figurative language (metaphor, simile, personification); analogy; exaggeration; archetypes.	E37	Evaluate an author's uses of language, literary devices, and text characteristics (plot, setting, theme, character, point of view, genre, etc.) to evoke a response in a reader.	M	M	M
	E38	Evaluate an author's uses of language (metaphors, analogies, etc.) and text characteristics (boldface, italics, parentheses, etc.) to aid comprehension.			
LA11.1B.4 - Students use the language and perspectives of literary criticism to evaluate literary works.	E13	Assess the validity, reliability, authenticity, quality, and accuracy of an informational or literary text.	H	H	H
a. LA11.2A.1 - Students write a variety of level-appropriate modes/genres.	E9	Organize supporting detail in logical and convincing patterns that focus on audience and purpose.	L	H	M
	E15	Demonstrate ability to select and use appropriate technology or media for presenting information to the target audience for the specific purpose.			