

Recommended Changes to the K-1 English Language Arts (ELA) Extended Standards

Extended Standards are the standards for students with the most significant cognitive disabilities.

To address a technical correction, a study group was formed in November 2015. The study group, made up of some of the members of the original Extended Standards Review Committee, met from November 2015-March 2016, and said the following about their work:

“In November 2015, we formed a small study group to address some incomplete areas and version-control issues for the K-1 ELA Extended Standards. The phrase “with prompting and support” was present in many of the extended standards when it was agreed that it should be removed to ensure proper alignment with the Wyoming ELA Content and Performance Standards. When correcting this issue, other corrections were necessary to keep alignment and scaffolding throughout the Instructional Achievement Level Descriptors. Our study group also made changes to address version-control issues because there were some gaps in our draft work and the final product. These changes were mainly focused on ensuring the Essential Element truly reflected the most crucial part of the corresponding Wyoming Content and Performance Standard. We are confident that the recommended changes of the study group address the problems that we identified in the existing K-1 ELA Extended Standards. The changes make these standards clearer, accessible, and help to ensure that students with significant cognitive disabilities receive a crucial foundation to prepare them for success in higher grades and their post-secondary transition.”

Additional Resources (presented to the State Board of Education):

- [Recommended Changes to the K-1 ELA Extended Standards PowerPoint Presentation](#)
- [3 examples of recommended changes](#)