

Main Criteria: Classroom Supplement and Lesson Plans - First Grade

Secondary Criteria: Wyoming Content and Performance Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

WEEK 31 P. 291 - 297

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL RL.1.3. Describe characters, settings, and major events in a story, using key details.
EXAMPLE

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Craft and Structure**

GRADE LEVEL RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
EXAMPLE

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Integration of Knowledge and Ideas**

GRADE LEVEL RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.
EXAMPLE

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Range of Reading and Level of Text Complexity**

GRADE LEVEL RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade
EXAMPLE

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

BENCHMARK **Print Concepts**

GRADE LEVEL EXAMPLE **RF.1.1.** **Demonstrate understanding of the organization and basic features of print.**

EXPECTATION RF.1.1(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

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| BENCHMARK | | Phonological Awareness |
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |

EXPECTATION RF.1.2(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
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| BENCHMARK | | Phonics and Word Recognition |
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |

EXPECTATION RF.1.3(a) Know the spelling-sound correspondences for common consonant digraphs.

CONTENT STANDARD **WY.W.1.** **Writing Standards**

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| BENCHMARK | | Production and Distribution of Writing |
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GRADE LEVEL EXAMPLE W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

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| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

EXPECTATION SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION SL.1.1(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

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| BENCHMARK | | Comprehension and Collaboration |
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GRADE LEVEL EXAMPLE SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

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| BENCHMARK | | Presentation of Knowledge and Ideas |
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GRADE LEVEL EXAMPLE SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CONTENT STANDARD **WY.L.1.** **Language Standards**

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| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

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Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |

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| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXAMPLE | W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |

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| CONTENT STANDARD | WY.L.1. | Language Standards |
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| BENCHMARK | | Conventions of Standard English |
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| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |

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| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
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| CONTENT STANDARD | WY.L.1. | Language Standards |
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| BENCHMARK | | Conventions of Standard English |
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| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
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| CONTENT STANDARD | WY.L.1. | Language Standards |
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| BENCHMARK | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 01: Introduction to Pre-Writing, p. 29-39

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
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| BENCHMARK | | Key Ideas and Details |
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| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
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| BENCHMARK | | Craft and Structure |
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| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
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CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
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CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Print Concepts |
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| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
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| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Phonological Awareness |
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| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
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| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
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| EXPECTATION | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
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| EXPECTATION | RF.1.2(c) | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
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| EXPECTATION | RF.1.2(d) | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Phonics and Word Recognition |
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| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
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| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
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| EXPECTATION | RF.1.3(f) | Read words with inflectional endings. |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

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| BENCHMARK | | Fluency |
| GRADE LEVEL EXAMPLE | RF.1.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| EXPECTATION | RF.1.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

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| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

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| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
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| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

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| BENCHMARK | | Comprehension and Collaboration |
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| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

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| BENCHMARK | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
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CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
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| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

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| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
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| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
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CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

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| EXPECTATION | L.1.2(d) | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| EXPECTATION | L.1.2(e) | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| EXPECTATION | L.1.4(c) | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.5. | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.1.5(a) | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| EXPECTATION | L.1.5(b) | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 02: Pre-Writing, p. 41-47

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |

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| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonological Awareness |
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| EXPECTATION | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonics and Word Recognition |
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
| EXPECTATION | RF.1.3(d) | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| EXPECTATION | RF.1.3(e) | Decode two-syllable words following basic patterns by breaking the words into syllables. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |

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| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| EXPECTATION | L.1.2(d) | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| EXPECTATION | L.1.2(e) | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.5. | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.1.5(a) | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| EXPECTATION | L.1.5(b) | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). |

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| CONTENT STANDARD | WY.L.1. | Language Standards |
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| BENCHMARK | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 03: Pre-Writng, p. 49-55

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
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| BENCHMARK | | Key Ideas and Details |
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| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
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| BENCHMARK | | Craft and Structure |
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| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
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| BENCHMARK | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
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| BENCHMARK | | Range of Reading and Level of Text Complexity |
|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |

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| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
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| BENCHMARK | | Comprehension and Collaboration |
|---------------------|-----------|---|
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |

| | | |
|----------------------------|-----------------|---|
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(c) | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(d) | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| EXPECTATION | L.1.2(e) | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Key Ideas and Details

GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Craft and Structure

GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Integration of Knowledge and Ideas

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Range of Reading and Level of Text Complexity

GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD WY.RF.1. Reading Standards: Foundational Skills

BENCHMARK Phonological Awareness

GRADE LEVEL EXAMPLE RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION RF.1.2(a) Distinguish long from short vowel sounds in spoken single-syllable words.

EXPECTATION RF.1.2(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD WY.RF.1. Reading Standards: Foundational Skills

BENCHMARK Phonics and Word Recognition

GRADE LEVEL EXAMPLE RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

| | | |
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| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(c) | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |
| EXPECTATION | L.1.1(d) | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 05: Pre-Writing, p. 65-71

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Craft and Structure**

GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Integration of Knowledge and Ideas**

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

BENCHMARK **Print Concepts**

GRADE LEVEL EXAMPLE **RF.1.1.** **Demonstrate understanding of the organization and basic features of print.**

EXPECTATION RF.1.1(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

BENCHMARK **Phonological Awareness**

GRADE LEVEL EXAMPLE **RF.1.2.** **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

EXPECTATION RF.1.2(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

BENCHMARK **Phonics and Word Recognition**

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| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(d) | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| EXPECTATION | L.1.1(i) | Use frequently occurring prepositions (e.g., during, beyond, toward). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(a) | Capitalize dates and names of people. |
| CONTENT STANDARD | WY.L.1. | Language Standards |

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| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.5. | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.1.5(a) | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| EXPECTATION | L.1.5(b) | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 06: Pre-Writing, p. 73-79

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Print Concepts |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |

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| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Phonological Awareness |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |

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| EXPECTATION | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Phonics and Word Recognition |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |

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| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
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| EXPECTATION | RF.1.3(d) | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
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| EXPECTATION | RF.1.3(e) | Decode two-syllable words following basic patterns by breaking the words into syllables. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
|-------------|-----------|---|

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| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
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| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
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| CONTENT STANDARD | WY.L.1. | Language Standards |
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| BENCHMARK | | Conventions of Standard English |
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| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
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| | | |
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| EXPECTATION | L.1.1(c) | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |
|-------------|----------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.1.1(d) | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
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| | | |
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| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
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| | | |
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| EXPECTATION | L.1.1(i) | Use frequently occurring prepositions (e.g., during, beyond, toward). |
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| CONTENT STANDARD | WY.L.1. | Language Standards |
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| BENCHMARK | | Conventions of Standard English |
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| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
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| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
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| CONTENT STANDARD | WY.L.1. | Language Standards |
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| BENCHMARK | | Vocabulary Acquisition and Use |
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| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
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Week 07: Pre-Writing, p. 81-87

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
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| BENCHMARK | | Key Ideas and Details |
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| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonological Awareness |
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |

| | | |
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| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 08: Introduction to Unit 1 Note Making and Outlines, p. 89-97

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| | | |
|------------------|--|------------------------------|
| BENCHMARK | | Key Ideas and Details |
|------------------|--|------------------------------|

| | | |
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| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
|------------------------|---------|--|

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| | | |
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| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

| | | |
|------------------------|---------|---|
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
|------------------------|---------|---|

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| | | |
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| BENCHMARK | | Integration of Knowledge and Ideas |
|------------------|--|---|

| | | |
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| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
|------------------------|---------|--|

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| | | |
|------------------|--|--|
| BENCHMARK | | Range of Reading and Level of Text Complexity |
|------------------|--|--|

| | | |
|------------------------|----------|---|
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
|------------------------|----------|---|

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
|------------------|--|-----------------------|
| BENCHMARK | | Print Concepts |
|------------------|--|-----------------------|

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| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
|--------------------------------|----------------|---|

| | | |
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| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
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| BENCHMARK | | Phonological Awareness |
|------------------|--|-------------------------------|

| | | |
|--------------------------------|----------------|---|
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
|--------------------------------|----------------|---|

| | | |
|-------------|-----------|---|
| EXPECTATION | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
|-------------|-----------|---|

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
|------------------|--|-------------------------------------|
| BENCHMARK | | Phonics and Word Recognition |
|------------------|--|-------------------------------------|

| | | |
|--------------------------------|----------------|---|
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
|--------------------------------|----------------|---|

| | | |
|----------------------------|-----------------|--|
| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
| EXPECTATION | RF.1.3(f) | Read words with inflectional endings. |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Fluency |
| GRADE LEVEL EXAMPLE | RF.1.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.1.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |

| | | |
|----------------------------|----------------|--|
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| EXPECTATION | L.1.1(i) | Use frequently occurring prepositions (e.g., during, beyond, toward). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| EXPECTATION | L.1.4(c) | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 09: Introduction to Unit 2 Writing from Notes, p. 99-107

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Integration of Knowledge and Ideas |
|-----------|--|------------------------------------|
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|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
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CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Range of Reading and Level of Text Complexity |
|-----------|--|---|
|-----------|--|---|

| | | |
|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
|---------------------|----------|---|

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Print Concepts |
|-----------|--|----------------|
|-----------|--|----------------|

| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
|---------------------|---------|--|
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| | | |
|-------------|-----------|---|
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
|-------------|-----------|---|

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Phonological Awareness |
|-----------|--|------------------------|
|-----------|--|------------------------|

| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
|---------------------|---------|--|
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| | | |
|-------------|-----------|---|
| EXPECTATION | RF.1.2(c) | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | RF.1.2(d) | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
|-------------|-----------|--|

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
|-----------|--|--|
|-----------|--|--|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
|---------------------|--------|--|

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
|---------------------|---------|---|
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| | | |
|-------------|-----------|---|
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
|-------------|-----------|---|

| | | |
|----------------------------|-----------------|---|
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| EXPECTATION | L.1.1(i) | Use frequently occurring prepositions (e.g., during, beyond, toward). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 10: Unit 2 Writing from Notes, p. 109-115

Language Arts

Grade 1 - Adopted: 2012

| | | |
|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
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| | | |
|------------------|--|------------------------------|
| BENCHMARK | | Key Ideas and Details |
|------------------|--|------------------------------|

| | | |
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| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
|---------------------|---------|--|

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
|-------------------------|-----------------|---|

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| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
|---------------------|---------|---|

| | | |
|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
|-------------------------|-----------------|---|

| | | |
|------------------|--|---|
| BENCHMARK | | Integration of Knowledge and Ideas |
|------------------|--|---|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
|---------------------|---------|--|

| | | |
|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
|-------------------------|-----------------|---|

| | | |
|------------------|--|--|
| BENCHMARK | | Range of Reading and Level of Text Complexity |
|------------------|--|--|

| | | |
|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
|---------------------|----------|---|

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|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
|-------------------------|-----------------|---|

| | | |
|------------------|--|-----------------------|
| BENCHMARK | | Print Concepts |
|------------------|--|-----------------------|

| | | |
|----------------------------|----------------|---|
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
|----------------------------|----------------|---|

| | | |
|-------------|-----------|---|
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
|-------------|-----------|---|

| | | |
|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
|-------------------------|-----------------|---|

| | | |
|------------------|--|-------------------------------------|
| BENCHMARK | | Phonics and Word Recognition |
|------------------|--|-------------------------------------|

| | | |
|----------------------------|----------------|---|
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
|----------------------------|----------------|---|

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| EXPECTATION | RF.1.3(d) | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | RF.1.3(e) | Decode two-syllable words following basic patterns by breaking the words into syllables. |
|-------------|-----------|--|

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
|-----------|--|--|
|-----------|--|--|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
|---------------------|--------|--|

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
|---------------------|---------|---|

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
|-------------|-----------|--|

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Presentation of Knowledge and Ideas |
|-----------|--|-------------------------------------|
|-----------|--|-------------------------------------|

| | | |
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| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
|---------------------|---------|--|

| | | |
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| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
|---------------------|---------|--|

CONTENT STANDARD **WY.L.1.** **Language Standards**

| BENCHMARK | | Conventions of Standard English |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
|---------------------|--------|--|

| | | |
|-------------|----------|---|
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
|-------------|----------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
|-------------|----------|---|

| | | |
|-------------|----------|---|
| EXPECTATION | L.1.1(c) | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |
|-------------|----------|---|

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| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
|-------------|----------|--------------------------------------|

| | | |
|----------------------------|----------------|---|
| EXPECTATION | L.1.1(h) | Use determiners (e.g., articles, demonstratives). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|----------|---------------------------------------|
| EXPECTATION | L.1.2(a) | Capitalize dates and names of people. |
|-------------|----------|---------------------------------------|

| | | |
|-------------|----------|------------------------------------|
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
|-------------|----------|------------------------------------|

| | | |
|----------------------------|----------------|---|
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 11: Unit 2 Writing from Notes, p. 117-123

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

| | | |
|----------------------------|-----------------|---|
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |

| | | |
|--------------------------------|-----------------|--|
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonological Awareness |
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| EXPECTATION | RF.1.2(c) | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| EXPECTATION | RF.1.2(d) | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonics and Word Recognition |
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |

| | | |
|----------------------------|-----------------|---|
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Key Ideas and Details

GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Craft and Structure

GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Integration of Knowledge and Ideas

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Range of Reading and Level of Text Complexity

GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD WY.RF.1. Reading Standards: Foundational Skills

BENCHMARK Print Concepts

GRADE LEVEL EXAMPLE RF.1.1. Demonstrate understanding of the organization and basic features of print.

EXPECTATION RF.1.1(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD WY.RF.1. Reading Standards: Foundational Skills

BENCHMARK Phonological Awareness

GRADE LEVEL EXAMPLE RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION RF.1.2(a) Distinguish long from short vowel sounds in spoken single-syllable words.

EXPECTATION RF.1.2(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
|----------------------------|----------------|---|
| BENCHMARK | | Phonics and Word Recognition |
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |

EXPECTATION RF.1.3(a) Know the spelling-sound correspondences for common consonant digraphs.

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Fluency |
| GRADE LEVEL EXAMPLE | RF.1.4. | Read with sufficient accuracy and fluency to support comprehension. |

EXPECTATION RF.1.4(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

EXPECTATION SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION SL.1.1(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
|----------------------------|----------------|---|
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |

GRADE LEVEL EXAMPLE SL.1.6. Produce complete sentences when appropriate to task and situation.

CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(i) | Use frequently occurring prepositions (e.g., during, beyond, toward). |

CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|----------|---------------------------------------|
| EXPECTATION | L.1.2(a) | Capitalize dates and names of people. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |

CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|------------------|--|---------------------------------------|
| BENCHMARK | | Vocabulary Acquisition and Use |
|------------------|--|---------------------------------------|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
|---------------------|--------|---|

Week 13: Unit 2 Writing from Notes, p. 133-139

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| | | |
|------------------|--|------------------------------|
| BENCHMARK | | Key Ideas and Details |
|------------------|--|------------------------------|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
|---------------------|---------|--|

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| | | |
|------------------|--|----------------------------|
| BENCHMARK | | Craft and Structure |
|------------------|--|----------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
|---------------------|---------|---|

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| | | |
|------------------|--|---|
| BENCHMARK | | Integration of Knowledge and Ideas |
|------------------|--|---|

| | | |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
|---------------------|---------|--|

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Range of Reading and Level of Text Complexity |
|-----------|--|---|
|-----------|--|---|

| | | |
|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
|---------------------|----------|---|

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Print Concepts |
|-----------|--|----------------|
|-----------|--|----------------|

| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
|---------------------|---------|--|
|---------------------|---------|--|

| | | |
|-------------|-----------|---|
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
|-------------|-----------|---|

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
|---------------------|---------|---|
|---------------------|---------|---|

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
|-------------|-----------|--|

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| | | |
|---------------------|---------|---|
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
|---------------------|---------|---|

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
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CONTENT STANDARD **WY.L.1.** **Language Standards**

| BENCHMARK | | Conventions of Standard English |
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| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| EXPECTATION | L.1.1(a) | Print all upper- and lowercase letters. |
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| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
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| EXPECTATION | L.1.1(d) | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| EXPECTATION | L.1.4(b) | Use frequently occurring affixes as a clue to the meaning of a word. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 14: Introduction to Unit 3 Retelling Narrative Stories, p. 141-152

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
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CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Range of Reading and Level of Text Complexity |
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|---------------------|----------|---|
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Print Concepts |
|-----------|--|----------------|
|-----------|--|----------------|

| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
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| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Phonological Awareness |
|-----------|--|------------------------|
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| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
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| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
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CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
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| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
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| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
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| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
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| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
|-------------|-----------|--|

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
|--------------------------------|-----------------|---|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| EXPECTATION | L.1.4(b) | Use frequently occurring affixes as a clue to the meaning of a word. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Craft and Structure**

GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Integration of Knowledge and Ideas**

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

BENCHMARK **Print Concepts**

GRADE LEVEL EXAMPLE **RF.1.1.** **Demonstrate understanding of the organization and basic features of print.**

EXPECTATION RF.1.1(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

BENCHMARK **Phonological Awareness**

GRADE LEVEL EXAMPLE **RF.1.2.** **Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

EXPECTATION RF.1.2(a) Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

BENCHMARK **Fluency**

GRADE LEVEL EXAMPLE **RF.1.4.** **Read with sufficient accuracy and fluency to support comprehension.**

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| EXPECTATION | RF.1.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |

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| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| EXPECTATION | L.1.4(b) | Use frequently occurring affixes as a clue to the meaning of a word. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.5. | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.1.5(a) | Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. |
| EXPECTATION | L.1.5(b) | Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 16: Unit 3 Retelling Narrative Stories, p. 161-168

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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|-------------------------|-----------------|--|
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |

| | | |
|--------------------------------|-----------------|--|
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonological Awareness |
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonics and Word Recognition |
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |

| | | |
|----------------------------|-----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |

| | | |
|------------------------|--------|---|
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
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Week 17: Unit 3 Retelling Narrative Stories, p. 169-175

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonological Awareness |

| | | |
|----------------------------|-----------------|--|
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| EXPECTATION | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonics and Word Recognition |
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |

CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(d) | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |

CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |

CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|----------------------------|---------------|---|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.5. | With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | L.1.5(d) | Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. |

CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|----------------------------|---------------|--|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 18: Introduction to Unit 4 Summarizing a Reference, p. 177-185

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| | | |
|------------------|--|------------------------------|
| BENCHMARK | | Key Ideas and Details |
|------------------|--|------------------------------|

| | | |
|-----------------------------|-----------------|--|
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RI.1. | Reading Standards for Informational Text |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RI.1.1. | Ask and answer questions about key details in a text. |
| GRADE LEVEL EXAMPLE | RI.1.2. | Identify the main topic and retell key details of a text. |
| CONTENT STANDARD | WY.RI.1. | Reading Standards for Informational Text |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RI.1.6. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |
| CONTENT STANDARD | WY.RI.1. | Reading Standards for Informational Text |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RI.1.7. | Use the illustrations and details in a text to describe its key ideas. |
| GRADE LEVEL EXAMPLE | RI.1.8. | Identify the reasons an author gives to support points in a text. |

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
|----------------------------|----------------|---|
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |

EXPECTATION RF.1.1(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Fluency |
| GRADE LEVEL EXAMPLE | RF.1.4. | Read with sufficient accuracy and fluency to support comprehension. |

EXPECTATION RF.1.4(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| | | |
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| BENCHMARK | | Text Types and Purposes |
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GRADE LEVEL EXAMPLE W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| | | |
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| BENCHMARK | | Production and Distribution of Writing |
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GRADE LEVEL EXAMPLE W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT STANDARD **WY.W.1.** **Writing Standards**

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| BENCHMARK | | Research to Build and Present Knowledge |
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GRADE LEVEL EXAMPLE W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

GRADE LEVEL EXAMPLE W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
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| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

EXPECTATION SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

| | | |
|----------------------------|-----------------|---|
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 19: Unit 4 Summarizing a Reference, p. 1870193

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Craft and Structure**

GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Integration of Knowledge and Ideas**

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD **WY.RI.1.** **Reading Standards for Informational Text**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE RI.1.1. Ask and answer questions about key details in a text.

GRADE LEVEL EXAMPLE RI.1.2. Identify the main topic and retell key details of a text.

CONTENT STANDARD **WY.RI.1.** **Reading Standards for Informational Text**

BENCHMARK **Craft and Structure**

GRADE LEVEL EXAMPLE RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CONTENT STANDARD **WY.RI.1.** **Reading Standards for Informational Text**

BENCHMARK **Integration of Knowledge and Ideas**

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| GRADE LEVEL EXAMPLE | RI.1.7. | Use the illustrations and details in a text to describe its key ideas. |
| GRADE LEVEL EXAMPLE | RI.1.8. | Identify the reasons an author gives to support points in a text. |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonological Awareness |
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXAMPLE | W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |

| BENCHMARK | | Comprehension and Collaboration |
|-------------------------|-----------------|---|
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(c) | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| EXPECTATION | L.1.2(d) | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| EXPECTATION | L.1.2(e) | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 20: Unit 4 Summarizing a Reference, p. 195-201

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Craft and Structure**

GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Integration of Knowledge and Ideas**

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD **WY.RI.1.** **Reading Standards for Informational Text**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE RI.1.1. Ask and answer questions about key details in a text.

GRADE LEVEL EXAMPLE RI.1.2. Identify the main topic and retell key details of a text.

CONTENT STANDARD **WY.RI.1.** **Reading Standards for Informational Text**

BENCHMARK **Craft and Structure**

GRADE LEVEL EXAMPLE RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CONTENT STANDARD **WY.RI.1.** **Reading Standards for Informational Text**

BENCHMARK **Integration of Knowledge and Ideas**

| | | |
|--------------------------------|-----------------|---|
| GRADE LEVEL EXAMPLE | RI.1.7. | Use the illustrations and details in a text to describe its key ideas. |
| GRADE LEVEL EXAMPLE | RI.1.8. | Identify the reasons an author gives to support points in a text. |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonological Awareness |
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| EXPECTATION | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonics and Word Recognition |
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| EXPECTATION | RF.1.3(a) | Know the spelling-sound correspondences for common consonant digraphs. |
| EXPECTATION | RF.1.3(f) | Read words with inflectional endings. |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Fluency |
| GRADE LEVEL EXAMPLE | RF.1.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.1.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Text Types and Purposes |
| GRADE LEVEL EXAMPLE | W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

| | | |
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| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
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CONTENT STANDARD **WY.W.1.** **Writing Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Research to Build and Present Knowledge |
|------------------|--|--|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.1.7. | Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). |
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| | | |
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| GRADE LEVEL EXAMPLE | W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
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| BENCHMARK | | Comprehension and Collaboration |
|------------------|--|--|

| | | |
|----------------------------|----------------|--|
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
|----------------------------|----------------|--|

| | | |
|-------------|-----------|---|
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
|-------------|-----------|--|

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Comprehension and Collaboration |
|------------------|--|--|

| | | |
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| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
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| | | |
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| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
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CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
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| BENCHMARK | | Conventions of Standard English |
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| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
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| | | |
|----------------------------|----------------|--|
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |
| EXPECTATION | L.1.4(c) | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 21: Introduction to Unit 5 Writing from Pictures, p. 203-213

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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|----------------------------|-----------------|--|
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Integration of Knowledge and Ideas |
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| | | |
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| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
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CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Print Concepts |
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| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
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| | | |
|-------------|-----------|---|
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
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CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
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| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
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| | | |
|-------------|-----------|---|
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
|-------------|-----------|---|

| | | |
|-------------|-----------|--|
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
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| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Presentation of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| EXPECTATION | L.1.2(d) | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 22: Unit 5 Writing from Pictures, p. 215-221

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

| | | |
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| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |

| | | |
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| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Fluency |
| GRADE LEVEL EXAMPLE | RF.1.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.1.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |

| | | |
|----------------------------|-----------------|---|
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 23: Unit 5 Writing from Pictures, p. 223-229

Wyoming Content and Performance Standards

Language Arts

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Key Ideas and Details**

GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Craft and Structure**

GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Integration of Knowledge and Ideas**

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

BENCHMARK **Range of Reading and Level of Text Complexity**

GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

BENCHMARK **Print Concepts**

GRADE LEVEL EXAMPLE **RF.1.1.** **Demonstrate understanding of the organization and basic features of print.**

EXPECTATION RF.1.1(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

BENCHMARK **Phonics and Word Recognition**

GRADE LEVEL EXAMPLE **RF.1.3.** **Know and apply grade-level phonics and word analysis skills in decoding words.**

EXPECTATION RF.1.3(f) Read words with inflectional endings.

CONTENT STANDARD **WY.W.1.** **Writing Standards**

BENCHMARK **Production and Distribution of Writing**

| | | |
|--------------------------------|-----------------|--|
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| EXPECTATION | L.1.1(i) | Use frequently occurring prepositions (e.g., during, beyond, toward). |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |

CONTENT STANDARD **WY.L.1.** **Language Standards**

| BENCHMARK | | Vocabulary Acquisition and Use |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |

EXPECTATION L.1.4(c) Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

CONTENT STANDARD **WY.L.1.** **Language Standards**

| BENCHMARK | | Vocabulary Acquisition and Use |
|-----------|--|--------------------------------|
|-----------|--|--------------------------------|

GRADE LEVEL EXAMPLE L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Week 24: Unit 5 Writing from Pictures, p. 231-237

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Key Ideas and Details |
|-----------|--|-----------------------|
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GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Craft and Structure |
|-----------|--|---------------------|
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GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Integration of Knowledge and Ideas |
|-----------|--|------------------------------------|
|-----------|--|------------------------------------|

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Range of Reading and Level of Text Complexity |
|-----------|--|---|
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GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
|----------------------------|----------------|---|
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |

EXPECTATION RF.1.1(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
|----------------------------|----------------|---|
| BENCHMARK | | Phonological Awareness |
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |

EXPECTATION RF.1.2(a) Distinguish long from short vowel sounds in spoken single-syllable words.

EXPECTATION RF.1.2(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| | | |
|----------------------------|----------------|---|
| BENCHMARK | | Phonics and Word Recognition |
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |

EXPECTATION RF.1.3(a) Know the spelling-sound correspondences for common consonant digraphs.

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| | | |
|------------------|--|---|
| BENCHMARK | | Production and Distribution of Writing |
|------------------|--|---|

GRADE LEVEL EXAMPLE W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
|----------------------------|----------------|--|
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |

EXPECTATION SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION SL.1.1(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| | | |
|------------------|--|--|
| BENCHMARK | | Comprehension and Collaboration |
|------------------|--|--|

| | | |
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| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(a) | Capitalize dates and names of people. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 25: Introduction to Unit 7 Inventive Writing, p. 239-247

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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|-----------------------------|-----------------|---|
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |

| | | |
|--------------------------------|-----------------|---|
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Print Concepts |
| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Phonological Awareness |
| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
| CONTENT STANDARD | WY.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK | | Fluency |
| GRADE LEVEL EXAMPLE | RF.1.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | RF.1.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |

| BENCHMARK | | Text Types and Purposes |
|-------------------------|-----------------|--|
| GRADE LEVEL EXAMPLE | W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXAMPLE | W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |

| | | |
|----------------------------|----------------|---|
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 26: Unit 7 Inventive Writing, p. 249-255

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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|-------------------------|-----------------|---|
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Key Ideas and Details |
| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Integration of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |

CONTENT STANDARD **WY.RL.1.** **Reading Standards for Literature**

| BENCHMARK | | Range of Reading and Level of Text Complexity |
|-----------|--|---|
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| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Print Concepts |
|-----------|--|----------------|
|-----------|--|----------------|

| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
|---------------------|---------|--|
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| | | |
|-------------|-----------|---|
| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
|-------------|-----------|---|

CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Phonological Awareness |
|-----------|--|------------------------|
|-----------|--|------------------------|

| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
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| | | |
|-------------|-----------|---|
| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
|-------------|-----------|---|

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Text Types and Purposes |
|-----------|--|-------------------------|
|-----------|--|-------------------------|

| | | |
|---------------------|--------|---|
| GRADE LEVEL EXAMPLE | W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
|---------------------|--------|---|

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
|-----------|--|--|
|-----------|--|--|

| | | |
|---------------------|--------|--|
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
|---------------------|--------|--|

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Research to Build and Present Knowledge |
|-----------|--|---|
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| | | |
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| GRADE LEVEL EXAMPLE | W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
|-----------|--|---------------------------------|

| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
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| | | |
|----------------------------|-----------------|---|
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Key Ideas and Details

GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Craft and Structure

GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Integration of Knowledge and Ideas

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Range of Reading and Level of Text Complexity

GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD WY.RF.1. Reading Standards: Foundational Skills

BENCHMARK Print Concepts

GRADE LEVEL EXAMPLE RF.1.1. Demonstrate understanding of the organization and basic features of print.

EXPECTATION RF.1.1(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD WY.RF.1. Reading Standards: Foundational Skills

BENCHMARK Phonological Awareness

GRADE LEVEL EXAMPLE RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

EXPECTATION RF.1.2(a) Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD WY.W.1. Writing Standards

| BENCHMARK | | Text Types and Purposes |
|-------------------------|-----------------|--|
| GRADE LEVEL EXAMPLE | W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Production and Distribution of Writing |
| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
| CONTENT STANDARD | WY.W.1. | Writing Standards |
| BENCHMARK | | Research to Build and Present Knowledge |
| GRADE LEVEL EXAMPLE | W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |

| | | |
|----------------------------|----------------|---|
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Week 28: Revisiting Units 1 and 2, p. 267-273

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

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|-------------------------|-----------------|--|
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
| CONTENT STANDARD | WY.RL.1. | Reading Standards for Literature |
| BENCHMARK | | Range of Reading and Level of Text Complexity |
| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
| CONTENT STANDARD | WY.RI.1. | Reading Standards for Informational Text |
| BENCHMARK | | Craft and Structure |
| GRADE LEVEL EXAMPLE | RI.1.6. | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. |

CONTENT STANDARD **WY.RI.1.** **Reading Standards for Informational Text**

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| BENCHMARK | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | RI.1.7. | Use the illustrations and details in a text to describe its key ideas. |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

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| BENCHMARK | | Print Concepts |
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| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
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| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

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| BENCHMARK | | Fluency |
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| GRADE LEVEL EXAMPLE | RF.1.4. | Read with sufficient accuracy and fluency to support comprehension. |
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| EXPECTATION | RF.1.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
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CONTENT STANDARD **WY.W.1.** **Writing Standards**

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| BENCHMARK | | Text Types and Purposes |
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| GRADE LEVEL EXAMPLE | W.1.2. | Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
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CONTENT STANDARD **WY.W.1.** **Writing Standards**

| | | |
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| BENCHMARK | | Production and Distribution of Writing |
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| GRADE LEVEL EXAMPLE | W.1.5. | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. |
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CONTENT STANDARD **WY.W.1.** **Writing Standards**

| | | |
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| BENCHMARK | | Research to Build and Present Knowledge |
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| GRADE LEVEL EXAMPLE | W.1.8. | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
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CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

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| BENCHMARK | | Comprehension and Collaboration |
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| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
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| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Key Ideas and Details

GRADE LEVEL EXAMPLE RL.1.3. Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Craft and Structure

GRADE LEVEL EXAMPLE RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Integration of Knowledge and Ideas

GRADE LEVEL EXAMPLE RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

BENCHMARK Range of Reading and Level of Text Complexity

GRADE LEVEL EXAMPLE RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade

CONTENT STANDARD WY.RF.1. Reading Standards: Foundational Skills

BENCHMARK Print Concepts

GRADE LEVEL EXAMPLE RF.1.1. Demonstrate understanding of the organization and basic features of print.

EXPECTATION RF.1.1(a) Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD WY.W.1. Writing Standards

BENCHMARK Production and Distribution of Writing

GRADE LEVEL EXAMPLE W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT STANDARD WY.SL.1. Speaking and Listening Standards

BENCHMARK Comprehension and Collaboration

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| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
| EXPECTATION | SL.1.1(a) | Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Comprehension and Collaboration |
| GRADE LEVEL EXAMPLE | SL.1.2. | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| CONTENT STANDARD | WY.SL.1. | Speaking and Listening Standards |
| BENCHMARK | | Presentation of Knowledge and Ideas |
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
| CONTENT STANDARD | WY.L.1. | Language Standards |
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |

Wyoming Content and Performance Standards

Language Arts

Grade 1 - Adopted: 2012

CONTENT STANDARD WY.RL.1. Reading Standards for Literature

| BENCHMARK | | Key Ideas and Details |
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| GRADE LEVEL EXAMPLE | RL.1.3. | Describe characters, settings, and major events in a story, using key details. |
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CONTENT STANDARD WY.RL.1. Reading Standards for Literature

| BENCHMARK | | Craft and Structure |
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| GRADE LEVEL EXAMPLE | RL.1.4. | Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. |
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CONTENT STANDARD WY.RL.1. Reading Standards for Literature

| BENCHMARK | | Integration of Knowledge and Ideas |
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| GRADE LEVEL EXAMPLE | RL.1.7. | Use illustrations and details in a story to describe its characters, setting, or events. |
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CONTENT STANDARD WY.RL.1. Reading Standards for Literature

| BENCHMARK | | Range of Reading and Level of Text Complexity |
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| GRADE LEVEL EXAMPLE | RL.1.10. | With prompting and support, read prose and poetry of appropriate complexity for grade |
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CONTENT STANDARD WY.RF.1. Reading Standards: Foundational Skills

| BENCHMARK | | Print Concepts |
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| GRADE LEVEL EXAMPLE | RF.1.1. | Demonstrate understanding of the organization and basic features of print. |
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| EXPECTATION | RF.1.1(a) | Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). |
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CONTENT STANDARD WY.RF.1. Reading Standards: Foundational Skills

| BENCHMARK | | Phonological Awareness |
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| GRADE LEVEL EXAMPLE | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
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| EXPECTATION | RF.1.2(a) | Distinguish long from short vowel sounds in spoken single-syllable words. |
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CONTENT STANDARD **WY.RF.1.** **Reading Standards: Foundational Skills**

| BENCHMARK | | Phonics and Word Recognition |
|---------------------|---------|--|
| GRADE LEVEL EXAMPLE | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |

EXPECTATION RF.1.3(f) Read words with inflectional endings.

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Text Types and Purposes |
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GRADE LEVEL EXAMPLE W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Production and Distribution of Writing |
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GRADE LEVEL EXAMPLE W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CONTENT STANDARD **WY.W.1.** **Writing Standards**

| BENCHMARK | | Research to Build and Present Knowledge |
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GRADE LEVEL EXAMPLE W.1.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
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|-----------|--|---------------------------------|

| GRADE LEVEL EXAMPLE | SL.1.1. | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. |
|---------------------|---------|---|
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EXPECTATION SL.1.1(a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

EXPECTATION SL.1.1(b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Comprehension and Collaboration |
|-----------|--|---------------------------------|
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GRADE LEVEL EXAMPLE SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CONTENT STANDARD **WY.SL.1.** **Speaking and Listening Standards**

| BENCHMARK | | Presentation of Knowledge and Ideas |
|-----------|--|-------------------------------------|
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| | | |
|------------------------|---------|--|
| GRADE LEVEL EXAMPLE | SL.1.5. | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
|------------------------|---------|--|

| | | |
|------------------------|---------|--|
| GRADE LEVEL EXAMPLE | SL.1.6. | Produce complete sentences when appropriate to task and situation. |
|------------------------|---------|--|

CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|--------------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.1. | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |

| | | |
|-------------|----------|---|
| EXPECTATION | L.1.1(b) | Use common, proper, and possessive nouns. |
|-------------|----------|---|

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|-------------|----------|---|
| EXPECTATION | L.1.1(e) | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). |
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| EXPECTATION | L.1.1(f) | Use frequently occurring adjectives. |
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CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|--------------------------------|---------------|---|
| BENCHMARK | | Conventions of Standard English |
| GRADE LEVEL EXAMPLE | L.1.2. | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

| | | |
|-------------|----------|------------------------------------|
| EXPECTATION | L.1.2(b) | Use end punctuation for sentences. |
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CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|--------------------------------|---------------|--|
| BENCHMARK | | Vocabulary Acquisition and Use |
| GRADE LEVEL EXAMPLE | L.1.4. | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. |

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| EXPECTATION | L.1.4(c) | Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). |
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CONTENT STANDARD **WY.L.1.** **Language Standards**

| | | |
|------------------|--|---------------------------------------|
| BENCHMARK | | Vocabulary Acquisition and Use |
|------------------|--|---------------------------------------|

| | | |
|------------------------|--------|---|
| GRADE LEVEL EXAMPLE | L.1.6. | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). |
|------------------------|--------|---|