

Main Criteria: Classroom Supplement Units Kindergarten
Secondary Criteria: Wyoming Academic Content Standards
Subject: Language Arts
Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

**Wyoming Academic Content Standards
Language Arts
Grade K - Adopted: 2012**

CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXAMPLE	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.K.4.	Ask and answer questions about unknown words in a text.
GRADE LEVEL EXAMPLE	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXAMPLE	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
GRADE LEVEL EXAMPLE	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Print Concepts

GRADE LEVEL EXAMPLE	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXAMPLE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXAMPLE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD	WY.W.K.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
GRADE LEVEL EXAMPLE	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards

BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

Wyoming Academic Content Standards

Language Arts

Grade K - Adopted: 2012

CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.

CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.K.4.	Ask and answer questions about unknown words in a text.
GRADE LEVEL EXAMPLE	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXAMPLE	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GRADE LEVEL EXAMPLE	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
GRADE LEVEL EXAMPLE	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Print Concepts
GRADE LEVEL EXAMPLE	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXAMPLE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with <i>ll</i> , <i>lr</i> , or <i>lx</i> .)
EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition

GRADE LEVEL EXAMPLE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD	WY.W.K.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.K.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.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
GRADE LEVEL EXAMPLE	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Conventions of Standard English

GRADE LEVEL EXAMPLE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

Wyoming Academic Content Standards
Language Arts
Grade K - Adopted: 2012

CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXAMPLE	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.K.4.	Ask and answer questions about unknown words in a text.
GRADE LEVEL EXAMPLE	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details

GRADE LEVEL EXAMPLE	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXAMPLE	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GRADE LEVEL EXAMPLE	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.K.7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
GRADE LEVEL EXAMPLE	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Print Concepts
GRADE LEVEL EXAMPLE	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXAMPLE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with <i>ll</i> , <i>lrl</i> , or <i>lxl</i> .)
EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXAMPLE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT	WY.RF.K.	Reading Standards: Foundational Skills

STANDARD		
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD	WY.W.K.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
CONTENT STANDARD	WY.W.K.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT STANDARD	WY.W.K.	Writing Standards
BENCHMARK		Research to Build and Present Knowledge
GRADE LEVEL EXAMPLE	W.K.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.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
GRADE LEVEL EXAMPLE	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD	WY.L.K.	Language Standards

BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
EXPECTATION	L.K.4(b)	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

Wyoming Academic Content Standards

Language Arts

Grade K - Adopted: 2012

CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXAMPLE	RL.K.2.	With prompting and support, retell familiar stories, including key details.
GRADE LEVEL EXAMPLE	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.K.4.	Ask and answer questions about unknown words in a text.
GRADE LEVEL EXAMPLE	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas

GRADE LEVEL EXAMPLE	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Print Concepts
GRADE LEVEL EXAMPLE	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXAMPLE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXAMPLE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD	WY.W.K.	Writing Standards

BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
GRADE LEVEL EXAMPLE	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun <i>I</i> .
EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD	WY.L.K.	Language Standards

BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

Wyoming Academic Content Standards

Language Arts

Grade K - Adopted: 2012

CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXAMPLE	RL.K.2.	With prompting and support, retell familiar stories, including key details.
GRADE LEVEL EXAMPLE	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RL.K.4.	Ask and answer questions about unknown words in a text.
GRADE LEVEL EXAMPLE	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
CONTENT STANDARD	WY.RL.K.	Reading Standards for Literature
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Key Ideas and Details
GRADE LEVEL EXAMPLE	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
GRADE LEVEL EXAMPLE	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
GRADE LEVEL EXAMPLE	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Craft and Structure
GRADE LEVEL EXAMPLE	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.

CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Integration of Knowledge and Ideas
GRADE LEVEL EXAMPLE	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD	WY.RI.K.	Reading Standards for Informational Text
BENCHMARK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXAMPLE	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Print Concepts
GRADE LEVEL EXAMPLE	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
EXPECTATION	RF.K.1(b)	Recognize that spoken words are represented in written language by specific sequences of letters.
EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonological Awareness
GRADE LEVEL EXAMPLE	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	RF.K.2(a)	Recognize and produce rhyming words.
EXPECTATION	RF.K.2(b)	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	RF.K.2(c)	Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	RF.K.2(d)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with <i>ll</i>, <i>lrl</i>, or <i>lxl</i>.)
EXPECTATION	RF.K.2(e)	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Phonics and Word Recognition
GRADE LEVEL EXAMPLE	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	RF.K.3(a)	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
EXPECTATION	RF.K.3(b)	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
EXPECTATION	RF.K.3(c)	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
EXPECTATION	RF.K.3(d)	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
BENCHMARK		Fluency
GRADE LEVEL EXAMPLE	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD	WY.W.K.	Writing Standards
BENCHMARK		Text Types and Purposes
GRADE LEVEL EXAMPLE	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
GRADE LEVEL EXAMPLE	W.K.2.	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
GRADE LEVEL	W.K.3.	Use a combination of drawing, dictating, and writing to narrate a single event or

EXAMPLE		several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
CONTENT STANDARD	WY.W.K.	Writing Standards
BENCHMARK		Production and Distribution of Writing
GRADE LEVEL EXAMPLE	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.K.1(a)	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	SL.K.1(b)	Continue a conversation through multiple exchanges.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Comprehension and Collaboration
GRADE LEVEL EXAMPLE	SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
GRADE LEVEL EXAMPLE	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD	WY.SL.K.	Speaking and Listening Standards
BENCHMARK		Presentation of Knowledge and Ideas
GRADE LEVEL EXAMPLE	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
GRADE LEVEL EXAMPLE	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	L.K.1(a)	Print many upper- and lowercase letters.
EXPECTATION	L.K.1(b)	Use frequently occurring nouns and verbs.
EXPECTATION	L.K.1(c)	Form regular plural nouns orally by adding <i>/s/</i> or <i>/es/</i> (e.g., dog, dogs; wish, wishes).
EXPECTATION	L.K.1(d)	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
EXPECTATION	L.K.1(e)	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
EXPECTATION	L.K.1(f)	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Conventions of Standard English
GRADE LEVEL EXAMPLE	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	L.K.2(a)	Capitalize the first word in a sentence and the pronoun I.
EXPECTATION	L.K.2(b)	Recognize and name end punctuation.
EXPECTATION	L.K.2(c)	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
EXPECTATION	L.K.2(d)	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

EXPECTATION	L.K.4(a)	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	L.K.5(a)	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
EXPECTATION	L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
EXPECTATION	L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
EXPECTATION	L.K.5(d)	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD	WY.L.K.	Language Standards
BENCHMARK		Vocabulary Acquisition and Use
GRADE LEVEL EXAMPLE	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.