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

EXAMPLE EXPECTATION REX.1(a) Follow words from left to right, top to bottom, and page by page. EXPECTATION REX.1(b) Recognize that spoken words are represented in written language by specific sequences of letters. EXPECTATION REX.1(d) Recognize that spoken words are represented in written language by specific sequences of letters. EXPECTATION REX.1(d) Recognize and name all upper- and lowercase letters of the alphabet. CONTENT WRITE AND REX.1(d) Recognize and mame all upper- and lowercase letters of the alphabet. EXPECTATION REX.2(d) Recognize and produce rhyming words. EXPECTATION REX.2(a) Recognize and produce rhyming words. EXPECTATION REX.2(d) Recognize and produce rhyming words. EXPECTATION REX.2(d) Solate and produce rhyming words. EXPECTATION REX.2(d) Solate and pronounce the initial, medial wowel, and final sounds (phonemes) in control of the sequence of the seque			
EXPECTATION R.F.K. 10 Recognize that spoken words are represented in written language by specific sequences of letters. EXPECTATION R.F.K. 10 Understand that words are separated by spaces in print. EXPECTATION R.F.K. 10 RECOGNIZE and name all upper- and lowercase letters of the alphabet. CONTENT WY.R.F.K. Reading Standards: Foundational Skills STANDARD WY.R.F.K. Reading Standards: Foundational Skills STANDARD Phonological Awareness GRADE LEVEL R.F.K. Phonological Awareness GRADE LEVEL R.F.K. Phonological Awareness EXPECTATION R.F.K. 20 Demonstrate understanding of spoken words, syllables, and sounds (phonemes): EXPECTATION R.F.K. 20 Recognize and produce rhyming words. EXPECTATION R.F.K. 20 Recognize and produce rhyming words. EXPECTATION R.F.K. 20 Recognize and produce rhyming words. EXPECTATION R.F.K. 20 Solate and pronounce the initial, medial vowel, and final sounds (phonemes) in the phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with Int. Int. or Int.) EXPECTATION R.F.K. 20 Solate and pronounce the initial, medial vowel, and final sounds (phonemes) in keep the words. CONTENT WY.R.F.K. Reading Standards: Foundational Skills EXPECTATION R.F.K. 20 Reading Standards: Foundational Skills EXPECTATION R.F.K. 30 Reading Standards: Foundational Skills EXPECTATION R.F.K. 40 Reading Standards: Foundational Skills EXPE	GRADE LEVEL EXAMPLE	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
EXPECTATION RF.K.1(d) Necognize and name all upper- and lowercase letters of the alphabet. CONTENT STANDARD ENCHMARK Reading Standards: Foundational Skills STANDARD ENCHMARK Phonological Awareness GRADE LEVEL EXAMPLE EXPECTATION RF.K.2(d) Recognize and produce rhyming words. EXPECTATION RF.K.2(d) Slend and segment onsets and rimes of single-syllables apoken words. EXPECTATION RF.K.2(d) Slend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(d) Add or substitute individual sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVC) words. (This does not includ	EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
EXPECTATION RF.K.1(d) Recognize and name all upper- and lowercase letters of the alphabet. CONTENT STANDARD BENCHMARK READY Phonological Awareness BENCHMARK RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). EXPECTATION RF.K.2(d) Recognize and produce rhyming words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Add or substitute individual sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVC's ending with fill, fl., or l.). EXPECTATION RF.K.2(e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. EXPECTATION RF.K.2(a) Phonics and Word Recognition CONTENT STANDARD 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 RF.K.3(d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CONTENT STANDARD RF.K.3(d) Pricipate in shared research and writing projects (e.g., explore a number of books benchmark GRADE LEVEL RF.K.3. Participate in shared research and writing projects (e.g., explore a number of books benchmark GRADE LEVEL RF.K.4. Participate in collaboration GRADE LEVEL WK.7. Participate in collaboration conversations with diverse partners about kindergarten tropics and texts with peers and adults in small and	EXPECTATION	RF.K.1(b)	
STANDARD BENCHMARK Phonological Awareness GRADE LEVEL EXECUTATION REX.2(a) RES.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). EXPECTATION REX.2(b) REX.2(d) RES.2(d) REX.2(d) RES.2(d) RE	EXPECTATION	RF.K.1(c)	Understand that words are separated by spaces in print.
STANDARD BENCHMARK Phonological Awareness GRADE LEVEL RF.K.2. BENCHMARK RF.K.2. REMORITE RF.K.2. REMORITE RF.K.2. REMORITE RF.K.2. REMORITE RF.K.2. REMORITE RF.K.2. REMORITE REMORITE REMORITE REMORITE REMORITE RF.K.2. REMORITE REMORITE REMORITE REMORITE REMORITE RF.K.2. REMORITE REMORI	EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
GRADE LEVEL RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). EXPECTATION RF.K.2(a) RECAMPLE 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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with fil, fil, or All three-phonemes (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with fil, fil, or All three-phonemes) in simple, one-syllable words to make new words. CONTENT STANDARD BENCHMARK Phonics and Word Recognition RF.K.3(a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by conducing the primary or many of the most frequent sound for each consonant. EXPECTATION RF.K.3(d) RF.K.3(d) RF.K.3(d) RF.K.3(d) RF.K.3(d) RF.K.3(d) RF.K.3(d) REXPECTATION RF.K.3(d) RF.K.3(d) REXPECTATION RF.K.3(d) RF.K.3(d) REXPECTATION RF.K.3(d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CONTENT STANDARD STANDARD RF.K.4(d) R	CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
EXAMPLE 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) RF.K.2(d) RF.K.2(e) RF.K.3(e) RF.K.2(e) RF.K.3(e)	BENCHMARK		Phonological Awareness
EXPECTATION RF.K.2(b) Blend and segment onsets and rimes of single-syllable 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 owel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with fill, fill, or fill) EXPECTATION RF.K.2(e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. CONTENT STANDARD ENCHANARK Phonics and Word Recognition GRADE LEVEL 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(d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CONTENT STANDARD WY.RF.K. Reading Standards: Foundational Skills ENCHANARL Fluency GRADE LEVEL RF.K.4. Read emergent-reader texts with purpose and understanding. EXPECTATION WY.RF.K. Pluency GRADE LEVEL WK.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). GRADE LEVEL Sk.K.1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). GRADE LEVEL Sk.K.1. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). EXPECTATION Sk.K.1(a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and exts with peers and adults in small and larger groups. EXPECTATION Sk.K.1(a) Follow agreed-upon rules for discussions (e.g., listening to			
EXPECTATION R.F.K.2(c) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION R.F.K.2(d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with fil, fil, or fil.) EXPECTATION R.F.K.2(e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. CONTENT STANDARD WY.R.F.K. Reading Standards: Foundational Skills STANDARD Phonics and Word Recognition EXPECTATION R.F.K.3(a) Phonics and Word Recognition EXPECTATION R.F.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 R.F.K.3(a) Associate the long and short sounds with common spellings (graphemes) for the five major vowels. EXPECTATION R.F.K.3(c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). EXPECTATION R.F.K. Reading Standards: Foundational Skills EXPECTATION R.F.K. Reading Standards: Foundational Skills EXPECTATION R.F.K. Reading Standards: Foundational Skills EXPECTATION WY.R.F.K. Speaking and Listening Standards EXPECTATION WY.R.F.K. Speaking and Listening Standards EXPECTATION WY.S.F.K. Speaking and Listening Standards 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 with peers and adults in small and larger groups. EXPECTATION SL.K.1(b) Continue a conversation through multiple exchanges. CONTENT WY.S.F.K. Speaking and Listening Standards EXPECTATION SL.K.1(b) Confirm understanding of a text read aloud or information, or clarify something that is not understood. CONTENT WY.S.F.K. Speaking and Listening Standards			
EXPECTATION RF.K.2(d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonemes (consonent vowel-consonent, or CVC) words. (This does not include CVCs ending with III, III, or III.) EXPECTATION RF.K.2(e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. CONTENT STANDARD BENCHMARK Phonics and Word Recognition 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(d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CONTENT STANDARD WY.RF.K. Reading Standards: Foundational Skills Fluency GRADE LEVEL RF.K.4. Read emergent-reader texts with purpose and understanding. CONTENT STANDARD WY.W.K. Writing Standards STANDARD RESCAPPLE LEVEL RF.K.4. 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.S.L.K. Speaking and Listening Standards STANDARD SL.K.1(a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the 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 with peers and adults in small and larger groups. EXPECTATION SL.K.1(b) Comprehension and Collaboration GRADE LEVEL SL.K.1. 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) Comprehension and Collaboration of the text read aloud or inf			
three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, III, or IzI.) EXPECTATION RF.K. 2(e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. CONTENT STANDARD BENCHMARK Phonics and Word Recognition GRADE LEVEL EXAMPLE 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(b) REAG common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, dos). EXPECTATION RF.K. 3(d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CONTENT STANDARD BENCHMARK Fluency GRADE LEVEL EXAMPLE CONTENT STANDARD WY.K. Witing Standards: Foundational Skills STANDARD BENCHMARK RESearch to Build and Present Knowledge GRADE LEVEL EXAMPLE SL.K. 1. Participate in shared research and writing projects (e.g., explore a number of books by a davorite author and express opinions about them). COMTENT STANDARD BENCHMARK Comprehension and Collaboration GRADE LEVEL EXAMPLE SL.K. 1. 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. 4(b) Comprehension and Collaboration GRADE LEVEL EXAMPLE SL.K. 1.(c) Scontient WY.S.L.K. Speaking and Listening Standards Standards Scontient WY.S.L.K. Speaking and Listening standards Standards Scontient WY.S.L.K. Speaking and Listening standards Scandards Scontient WY.S.L.K. Speaking and Listening standards Scandards Scan			
make new words. CONTENT STANDARD WY.R.K. Reading Standards: Foundational Skills BENCHMARK Phonics and Word Recognition KRADE LEVEL 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 BENCHMARK Reading Standards: Foundational Skills STANDARD BENCHMARK Read emergent-reader texts with purpose and understanding. EXPECTATION WY.W.K. Writing Standards RESEAMPLE RE.4. Research to Build and Present Knowledge GRADE LEVEL WK.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 SENCHMARK 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(b) Continue a conversation through multiple exchanges. CONTENT STANDARD SENCHMARK COMPREHENCH SL.K.1(b) Continue a conversation hrough multiple exchanges. CONTENT STANDARD SENCHMARK COMPREHENCH 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 is not understood. CONTENT WY.SL.K. Speaking and Listening Standards CONTENT WY.SL.K. Speaking and Listening is not order to seek help, get information, or clarify something that is not understood.	EXPECTATION	RF.K.2(d)	three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include
BENCHMARK Phonics and Word Recognition GRADE LEVEL EXAMPLE 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) 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(c) RF.K.3(d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK RESEarch to Build and Present Knowledge GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK CONTENT STANDARD GRADE LEVEL EXAMPLE CONTENT STANDARD GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK COMPREHENSION and Experimental Standards STANDARD GRADE LEVEL EXAMPLE CONTENT STANDARD 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(b) Continue a conversation through multiple exchanges. CONTENT STANDARD SLENCHARR COMPREHENSION and Collaboration GRADE LEVEL EXPECTATION SL.K.1(b) Continue a conversation through multiple exchanges. CONTENT STANDARD BENCHMARK Comprehension and Collaboration GRADE LEVEL EXPECTATION SL.K.1(c) Continue a conversation through multiple exchanges. CONTENT STANDARD BENCHMARK Comprehension and Collaboration GRADE LEVEL EXPECTATION SL.K.1(c) Continue a conversation in order to seek help, get information, or clarify something that is not understood. CONTENT WY.SL.K. Speaking and Listening Standards STANDARD SENCHMARK Comprehension and collaboration GRADE LEVEL EXAMPLE SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	EXPECTATION	RF.K.2(e)	
GRADE LEVEL EXAMPLE 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, do, does). EXPECTATION (RF.K.3(d)) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. EXPECTATION (RF.K.3(d)) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. EXPECTATION (RF.K.3(d)) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. EXPECTATION (RF.K.3(d)) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. EXPECTATION (RF.K.3(d)) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. EXPECTATION (RF.K.3(d)) Distinguish between similarly spelled words by identifying the sounds of the letters that differ. EXAMPLE (RF.K.4.) Read mergent-reader texts with purpose and understanding. EXAMPLE (RF.K.4.) Read emergent-reader texts with purpose and understanding. EXAMPLE (RF.K.4.) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). EXPECTATION (RF.K.) Speaking and Listening Standards EXAMPLE (RF.K.4.) Participate in collaboration (RF.K.4.) Participate in collabo	CONTENT STANDARD	WY.RF.K.	Reading Standards: Foundational Skills
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 ERCHMARK Fluency GRADE LEVEL 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 WK.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.S.L.K. Speaking and Listening Standards CONTENT STANDARD SL.K.1.1. Participate in collaboration GRADE LEVEL SL.K.1.1. Participate in collaboration daults in small and larger groups. EXPECTATION SL.K.1(b) Continue a conversation through multiple exchanges. EXPECTATION SL.K.1(b) Continue a conversation through multiple exchanges. CONTENT STANDARD WY.S.L.K. Speaking and Listening Standards BENCHMARK Comprehension and Collaboration GRADE LEVEL SL.K.1.2. 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 SL.K.2. Confirm understanding of a text read aloud or information, or clarify something that is not understood. GRADE LEVEL SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	BENCHMARK		
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 RF.K.4. Read emergent-reader texts with purpose and understanding. CONTENT STANDARD RESEARCH OF Build and Present Knowledge GRADE LEVEL WK.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.S.L.K. Speaking and Listening Standards BENCHMARK COMPREHENION 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.S.L.K. Speaking and Listening Standards STANDARD SL.K.1(b) Continue a conversation through multiple exchanges. CONTENT STANDARD COMPREHENS OF A standards EXPECTATION SL.K.1(b) Continue a conversation through multiple exchanges. CONTENT STANDARD COMPREHENS OF A standards EXPECTATION SL.K.2. Comprehension and Collaboration GRADE LEVEL EXCL. 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. CONTENT WY.SL.K. Speaking and Listening Standards		RF.K.3.	
EXPECTATION RF.K.3(c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, 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 BENCHMARK Filuency GRADE LEVEL RF.K.4. Read emergent-reader texts with purpose and understanding. EXAMPLE WY.W.K. Writing Standards GRADE LEVEL WK.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.S.L.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 BENCHMARK COmprehension and Collaboration GRADE LEVEL SL.K.1. Speaking and Listening Standards EXPECTATION SL.K.1(b) Continue a conversation through multiple exchanges. CONTENT STANDARD BENCHMARK COmprehension and Collaboration GRADE LEVEL 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 SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		<u> </u>	producing the primary or many of the most frequent sound for each consonant.
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 RF.K.4. Read emergent-reader texts with purpose and understanding. EXAMPLE WK.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 GRADE LEVEL SL.K.1. Participate in collaboration GRADE LEVEL EXEMPLE 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 BENCHMARK Comprehension and Collaboration GRADE LEVEL SL.K.1. Pollow 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 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 SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CONTENT WY.SL.K. Speaking and Listening Standards	EXPECTATION	RF.K.3(b)	
CONTENT STANDARD	EXPECTATION	RF.K.3(c)	
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE WY.W.K. Writing Standards BENCHMARK GRADE LEVEL EXAMPLE WK.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.S.L.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 BENCHMARK Comprehension and Collaboration GRADE LEVEL EXCHMARK 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 CONTENT WY.SL.K. Speaking and Listening Standards SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	EXPECTATION	RF.K.3(d)	
RF.K.4. Read emergent-reader texts with purpose and understanding. EXAMPLE		WY.RF.K.	Reading Standards: Foundational Skills
EXAMPLE CONTENT STANDARD WY.W.K. Writing Standards Research to Build and Present Knowledge GRADE LEVEL EXAMPLE WK.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 EXPECTATION 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.	BENCHMARK		
BENCHMARK Research to Build and Present Knowledge GRADE LEVEL EXAMPLE WK.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 BENCHMARK Comprehension and Collaboration GRADE LEVEL 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 BENCHMARK Comprehension and Collaboration GRADE LEVEL 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 SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CONTENT WY.SL.K. Speaking and Listening Standards	GRADE LEVEL EXAMPLE	RF.K.4.	
GRADE LEVEL EXAMPLE WK.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 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 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 WY.SL.K. Speaking and Listening Standards	CONTENT STANDARD	WY.W.K.	Writing Standards
EXAMPLE 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 WY.SL.K. Speaking and Listening Standards	BENCHMARK		
BENCHMARK GRADE LEVEL EXAMPLE 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 BENCHMARK 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. CONTENT SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. CONTENT WY.SL.K. Speaking and Listening Standards	GRADE LEVEL EXAMPLE	W.K.7.	
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 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 WY.SL.K. Speaking and Listening Standards	CONTENT STANDARD	WY.SL.K.	
EXAMPLE 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 WY.SL.K. Speaking and Listening Standards	BENCHMARK		
Speaking about the topics and texts under discussion). EXPECTATION SL.K.1(b) Continue a conversation through multiple exchanges. CONTENT STANDARD SPeaking and Listening Standards	EXAMPLE		topics and texts with peers and adults in small and larger groups.
CONTENT STANDARD 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 WY.SL.K. Speaking and Listening Standards			speaking about the topics and texts under discussion).
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 WY.SL.K. Speaking and Listening Standards	EXPECTATION		Continue a conversation through multiple exchanges.
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 WY.SL.K. Speaking and Listening Standards		WY.SL.K.	
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 WY.SL.K. Speaking and Listening Standards	BENCHMARK		
EXAMPLE that is not understood. CONTENT WY.SL.K. Speaking and Listening Standards		SL.K.2.	through other media by asking and answering questions about key details and
	GRADE LEVEL EXAMPLE	SL.K.3.	
	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(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.

SENCHMARK GRADE LEVEL RAMPLE RAMPLE GRADE LEVEL RAM	CONTENT	WY.RL.K.	Reading Standards for Literature
RADE LEVEL RL.K.4.	STANDARD		Cueft and Churchura
EXAMPLE EXA		DL K 4	
EXAMPLE CONTENT STANDARD WY.RI.K. Reading Standards for Informational Text STANDARD BENCHMARK GRADE LEVEL EXAMPLE CARDE LEVEL EXAMPLE EXAMPLE RI.K. 2. With prompting and support, identify the main topic and retell key details in a text. With prompting and support, identify the main topic and retell key details of a text. EXAMPLE EXAMPLE CARDE 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 BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE RI.K. 7. With prompting and support, ask and answer questions about unknown words in a text. CONTENT STANDARD BENCHMARK GRADE LEVEL RI.K. 7. With prompting and support, describe the relationship between illustrations and the text an illustration depicts). CRADE LEVEL EXAMPLE CONTENT STANDARD WY.RI.K. 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). CONTENT STANDARD WY.RI.K. Reading Standards for Informational Text STANDARD BENCHMARK GRADE LEVEL RI.K. 10. Actively engage in group reading activities with purpose and understanding. CONTENT STANDARD BENCHMARK Print Concepts GRADE LEVEL RI.K. 10. BENCHMARK Print Concepts CONTENT STANDARD BENCHMARK Print Concepts CONTENT STANDARD BENCHMARK Print Concepts EXPECTATION RE.K. 1(a) Print Concepts EXPECTATION RE.K. 1(b) Recognize that spoken words are represented in written language by specific sequences of letters. EXPECTATION RE.K. 1(d) Recognize and produce rhyming words. EXPECTATION RE.K. 2(a) Recognize and produce rhyming words. EXPECTATION RE.K. 2(b) Count. pronounce, blend, and segment syllables in spoken words.	EXAMPLE		
SEADCHMARK GRADE LEVEL EXAMPLE GRADE LEVEL BRACE GR		RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
RADE LEVEL RI.K.1. With prompting and support, ask and answer questions about key details in a text.		WY.RI.K.	Reading Standards for Informational Text
EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE RIK.3. With prompting and support, identify the main topic and retell key details of a text. GRADE LEVEL EXAMPLE RIK.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. CONTENT STANDARD BENCHMARK Craft and Structure CRADE LEVEL EXAMPLE RIK.4. With prompting and support, ask and answer questions about unknown words in a text. CONTENT STANDARD BENCHMARK Integration of Knowledge and ideas BENCHMARK RRADE LEVEL EXAMPLE RIK.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). CRADE LEVEL CONTENT STANDARD WY.RI.K. Reading Standards for informational Text STANDARD RENCHMARK Range of Reading and Level of Text Complexity RANDARD RENCHMARK Range of Reading and Level of Text Complexity CRADE LEVEL CONTENT STANDARD WY.RI.K. Reading Standards: Foundational Skills STANDARD Print Concepts EXPECTATION REK.1(a) FORMARK Print Concepts EXPECTATION REK.1(b) RECONTENT STANDARD REK.1(c) Understand that words are separated by spaces in print. EXPECTATION REK.1(c) Understand that words are separated by spaces in print. EXPECTATION REK.1(d) RECONTENT STANDARD REK.2(d) Recognize that spoken words are represented in written language by specific sequences of letters. EXPECTATION REK.2(d) Recognize that spoken words are represented in written language by specific sequences of letters. EXPECTATION REK.2(d) Recognize and name all upper- and lowercase letters of the alphabet. CONTENT STANDARD REK.2(d) Recognize and produce rhyming words. EXPECTATION REK.2(d) Recognize and produce rhyming words. EXPECTATION REK.2(d) Reco	BENCHMARK		Key Ideas and Details
EXAMPLE CRADE LEVEL EXAMPLE RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. WY.RI.K. Reading Standards for Informational Text BENCHMARK GRADE LEVEL EXAMPLE RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. CONTENT STANDARD BENCHMARK 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 RENCHMARK GRADE LEVEL EXAMPLE RI.K.10. Actively engage in group reading activities with purpose and understanding. CONTENT STANDARD RENCHMARK GRADE LEVEL EXAMPLE RI.K.10. Actively engage in group reading activities with purpose and understanding. CONTENT STANDARD RENCHMARK GRADE LEVEL EXAMPLE WY.R.K. Reading Standards: Foundational Skills BENCHMARK Print Concepts BENCHMARK READ STANDARD RENCLION RENCL	-	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
EXAMPLE OVERTION STANDARD BENCHMARK Craft and Structure GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK CONTENT STANDARD BENCHMARK CONTENT STANDARD BENCHMARK CONTENT STANDARD BENCHMARK CRADE LEVEL EXAMPLE EXAMPLE RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. WY.R.K. Reading Standards for Informational Text STANDARD BENCHMARK CRADE 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 BENCHMARK RREADING Standards for informational Text STANDARD BENCHMARK RREADING Standards for informational Text STANDARD BENCHMARK RREADING Standards Foundational Skills STANDARD BENCHMARK RR.K.10. Actively engage in group reading activities with purpose and understanding. CONTENT STANDARD BENCHMARK Print Concepts GRADE LEVEL EXAMPLE EXPECTATION RR.K.1(a) FOILOW words from left to right, top to bottom, and page by page. EXPECTATION RR.K.1(b) RREADING READING STANDARD SREADING READING STANDARD RR.K.1(d) RREADING READING STANDARD WY.RR.K. Reading Standards: Foundational Skills EXPECTATION RR.K.1(d) RREADING STANDARD BENCHMARK CONTENT STANDARD RR.K.2(c) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). EXPECTATION RR.K.2(d) RREADING STANDARD RREADING STANDARD		RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
BENCHMARK GRADE LEVEL EXAMPLE RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. CONTENT STANDARD BENCHMARK CRADE LEVEL RI.K.7. With prompting and support, ask and answer questions about unknown words in a text. CRADE LEVEL 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 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 STANDARD BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL RI.K.10. Actively engage in group reading activities with purpose and understanding. CONTENT STANDARD WY.R.K. Reading Standards: Foundational Skills ENPECTATION 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 FENPECTATION RF.K.2(d) Recognize and name all upper- and lowercase letters of the alphabet. CONTENT STANDARD WY.RF.K. Reading Standards: Foundational Skills EXPECTATION RF.K.2(d) Recognize and produce rhyming words. EXPECTATION RF.K.2(d) Recognize and produce rhyming words. EXPECTATION RF.K.2(d) Belied and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(d) Belied and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Belied and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Add or substitute individual sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This d	-	RI.K.3.	
GRADE LEVEL EXAMPLE RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. CONTENT STANDARD BENCHMARK Reading Standards for Informational Text 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 BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL EXAMPLE CONTENT STANDARD WY.R.K. Reading Standards: Foundational Skills CONTENT STANDARD BENCHMARK Reading Standards: Foundational Skills Frint Concepts GRADE LEVEL EXAMPLE 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 BENCHMARK Phonological Awareness GRADE LEVEL 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(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(c) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(c) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(c) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(c) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(c) Blend and segment onsets and rimes of single-syllable sp		WY.RI.K.	Reading Standards for Informational Text
EXAMPLE	BENCHMARK		Craft and Structure
BENCHMARK 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 BENCHMARK GRADE LEVEL EXAMPLE RI.K.10. Actively engage in group reading activities with purpose and understanding. EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE WY.R.K. Reading Standards: Foundational Skills STANDARD BENCHMARK Print Concepts GRADE LEVEL EXAMPLE EXPECTATION RF.K.1(a) Follow words from left to right, top to bottom, and page by page. EXPECTATION RF.K.1(d) REXPECTATION RF.K.1(d) RECognize that spoken words are represented in written language by specific sequences of letters. EXPECTATION RF.K.1(d) RECOGNIZE and name all upper- and lowercase letters of the alphabet. CONTENT STANDARD BENCHMARK Phonological Awareness GRADE LEVEL 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) Bend 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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with II, Irl, or Ikl.) EXPECTATION RF.K.2(e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. Reading Standards: Foundational Skills	-	RI.K.4.	
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 BENCHMARK Range of Reading and Level of Text Complexity GRADE LEVEL EXAMPLE CONTENT STANDARD WY.RF.K. Reading Standards: Foundational Skills TANDARD BENCHMARK Print Concepts GRADE LEVEL EXAMPLE EXPECTATION RF.K.1(a) Follow words from left to right, top to bottom, and page by page. EXPECTATION RF.K.1(b) RF.K.1(c) LONGERTATION RF.K.1(d) RCONTENT STANDARD WY.RF.K. Reading Standards: Foundational Skills TONGERTATION RF.K.1(d) RECOGNIZE that spoken words are represented in written language by specific sequences of letters. EXPECTATION RF.K.1(d) RCONTENT STANDARD WY.RF.K. Reading Standards: Foundational Skills TONGERTATION RF.K.1(d) RCONTENT STANDARD RF.K.2(a) RECOGNIZE AND		WY.RI.K.	Reading Standards for Informational Text
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 BENCHMARK Range of Reading Standards for Informational Text STANDARD BENCHMARK RI.K.10. Actively engage in group reading activities with purpose and understanding. EXAMPLE CONTENT STANDARD BENCHMARK RPINIT Concepts GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE GRADE LEVEL EXAMPLE 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(d) Recognize and name all upper- and lowercase letters of the alphabet. CONTENT STANDARD BENCHMARK Phonological Awareness GRADE LEVEL EXECTATION 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(b) Count, pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with MI, MI, NI, NI, MI, MI, NI, NI, NI, NI, NI, NI, NI, NI, NI, N	BENCHMARK		Integration of Knowledge and Ideas
EXAMPLE In a text.		RI.K.7.	text in which they appear (e.g., what person, place, thing, or idea in the text an
BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE CONTENT STANDARD BENCHMARK 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) RF.K.1(c) Understand that words are represented in written language by specific sequences of letters. EXPECTATION RF.K.1(d) RECognize and name all upper- and lowercase letters of the alphabet. CONTENT STANDARD BENCHMARK Phonological Awareness GRADE LEVEL 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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI., or IxI.) CONTENT STANDARD WY.RF.K. Reading Standards: Foundational Skills STANDARD RF.K.2(e) RF.K.2(e) READ RECOGNIZE and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI., or IxI.) CONTENT STANDARD WY.RF.K. Reading Standards: Foundational Skills	-	RI.K.8.	
GRADE LEVEL EXAMPLE RI.K.10. Actively engage in group reading activities with purpose and understanding. CONTENT STANDARD BENCHMARK Print Concepts GRADE LEVEL EXAMPLE EXPECTATION RF.K.1(a) Follow words from left to right, top to bottom, and page by page. EXPECTATION RF.K.1(c) Recognize that spoken words are represented in written language by specific sequences of letters. EXPECTATION RF.K.1(d) Recognize and name all upper- and lowercase letters of the alphabet. CONTENT STANDARD BENCHMARK Phonological Awareness GRADE LEVEL EXAMPLE 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(b) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(b) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. CONTENT RF.K.2(e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 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		WY.RI.K.	Reading Standards for Informational Text
EXAMPLE CONTENT STANDARD BENCHMARK GRADE LEVEL EXAMPLE 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(d) Recognize and name all upper- and lowercase letters of the alphabet. CONTENT WY.RF.K. Reading Standards: Foundational Skills BENCHMARK Phonological Awareness GRADE LEVEL EXAMPLE EXPECTATION RF.K.2(a) Recognize and name all upper- and lowercase letters of the alphabet. CONTENT STANDARD BENCHMARK Phonological Awareness GRADE LEVEL EXAMPLE 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(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words. EXPECTATION RF.K.2(e) RF.K.2(e) Blend and segment onsets and rimes of single-syllable spoken words.	BENCHMARK		Range of Reading and Level of Text Complexity
BENCHMARK GRADE LEVEL EXAMPLE 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 BENCHMARK Phonological Awareness GRADE LEVEL EXAMPLE EXPECTATION RF.K.2(a) Recognize and produce rhyming words, syllables, and sounds (phonemes). 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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, III, or IxI.) 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		RI.K.10.	Actively engage in group reading activities with purpose and understanding.
REMANDE REMA		WY.RF.K.	Reading Standards: Foundational Skills
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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI, or IxI.) 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		Print Concepts
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 STAND		RF.K.1.	Demonstrate understanding of the organization and basic features of print.
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 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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI, or IxI.) 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	EXPECTATION	RF.K.1(a)	Follow words from left to right, top to bottom, and page by page.
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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, Irl, or Ixl.) 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	EXPECTATION	RF.K.1(b)	
CONTENT STANDARD WY.RF.K. Reading Standards: Foundational Skills BENCHMARK Phonological Awareness GRADE LEVEL EXAMPLE 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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI, or IxI.) 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	EXPECTATION		
BENCHMARK Phonological Awareness GRADE LEVEL EXAMPLE 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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI, or IxI.) 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	EXPECTATION	RF.K.1(d)	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		WY.RF.K.	Reading Standards: Foundational Skills
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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI, or IxI.) 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		Phonological Awareness
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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI, or IxI.) 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		RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI, or IxI.) 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	EXPECTATION		
EXPECTATION RF.K.2(d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with III, IrI, or IxI.) 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			
three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with II, rI, or xI.) 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			
make new words. CONTENT WY.RF.K. Reading Standards: Foundational Skills STANDARD	EXPECTATION	RF.K.2(d)	three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include
STANDARD	EXPECTATION	RF.K.2(e)	
BENCHMARK Phonics and Word Recognition		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

EXAMPLE		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)	ldentify 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)	ldentify 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.

Demonstrate command of the conventions of standard English capitalization,

GRADE LEVEL

L.K.2.

Unit 2

Wyoming Academic Content Standards Language Arts

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		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		Understand that words are separated by spaces in print.
EXPECTATION	` '	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		Recognize and produce rhyming words.
EXPECTATION		Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION		Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION	RF.K.2(a)	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /II, /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	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 /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)	ldentify 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)	ldentify 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

		•
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		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		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		Recognize and produce rhyming words.
EXPECTATION	` '	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION		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 (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /I/, /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>lsl</i> or <i>lesl</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)	ldentify 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

	Vocabulary Acquisition and Use
L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5(b)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5(c)	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
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.
WY.L.K.	Language Standards
	Vocabulary Acquisition and Use
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	L.K.5(b) L.K.5(c) L.K.5(d) WY.L.K.

Unit 5

Wyoming Academic Content Standards Language Arts

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	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		Blend and segment onsets and rimes of single-syllable spoken words.
EXPECTATION		Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words. (This does not include CVCs ending with /II, /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.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.

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 /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)	ldentify 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.

© 2015 EdGate Correlation Services, LLC.All Rights reserved. Contact Us - Privacy - Service Agreement