

**Wyoming Reading Academic Content Standard and Academic Benchmarks
Kindergarten**

CONTENT STANDARD 1. <u>READING</u>		
Students use the reading process to demonstrate understanding of literary and informational texts.		
ACADEMIC CONTENT STANDARD 1. <u>READING</u>		
Students demonstrate understanding of literary and informational texts.		
Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p>A. Students use illustrations and prior knowledge to decode unknown words and understand text.</p> <p>I. Students differentiate letters and words.</p> <p>L. Students name upper- and lower-case alphabet letters.</p>	<p>1. Students understand that text has meaning.</p> <p>K.A.R.1.1 Students recognize that letters, symbols, pictures, and objects have meaning in a text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students initiate an exchange using symbols, pictures, and objects from a text. Ex. Presented with a symbol for writing, students identify the associated activity and engage in the activity.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students recognize that letters, symbols, pictures, and objects have meaning in a text. Ex. Given a word (dog), students select from two pictures the meaning of the word.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match letters, symbols, pictures, and objects from a text. Ex. Students match a presented lower-case <i>c</i> to a lower case <i>c</i> when given a lower case <i>c</i> and a lower case <i>f</i>.</p>

		Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to letters, symbols, pictures, or objects from a text.
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Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<p>K. Students match voice with print, associating syllables, words, and phrases with their written form.</p> <p>M. Students know letter/sound correspondences.</p>	<p>K.A.R.1.2 Students match two representations of their name.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students select a representation of their name from the classroom.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students match two representations of their name. Ex. Given a photograph of themselves, a stamp containing a symbol associated with their name, and a picture of the teacher, students match the two which represent their names.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize a representation of their name. Ex. Students identify a picture of themselves given two pictures from which to choose.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to their name.</p>

Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<p>B. Students recognize and produce rhyming words orally.</p> <p>C. Students orally combine and segment syllables.</p> <p>D. Students recognize initial and final sounds of words orally.</p>	<p>K.A.R.1.3 Students identify if two spoken/presented words are the same or different.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students select words that are the same and words that are different. Ex. Given sets of three words, students select two words that are the same from one set and two words that are different from another set.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify if two spoken/presented words are the same or different. Ex. Given two words (i.e., fan, cat) students identify that the words are different / not the same.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize a spoken word or picture is the same as the repeated word or identical picture. Ex. Given a word (door) and the word repeated (door), students recognize that they are the same.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to two spoken words which are the same or different.</p>

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<p>F. Students use pictures and illustrations to understand text and to make predictions.</p>	<p>K.A.R.1.4 Students act in response to a teacher-presented prediction given pictures, objects or symbols to understand text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students respond to a prediction using pictures, objects or symbols to understand text. Ex. Given a shared text and a picture of a teacher-presented prediction (i.e., The boy will go home from school on the bus.), students respond to the picture by commenting or answering questions about the prediction.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students act in response to a teacher-presented prediction given pictures, objects or symbols to understand text. Ex. Given a shared text and a teacher-presented prediction (I think the boy will go home from school on the bus.), students respond by looking at, pointing, etc. to the text or the prediction.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students respond to a picture, object or symbol presented as a prediction to understand text. Ex. Given a picture from a text, students match the picture to the correct text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a teacher-presented prediction picture, object or symbol to understand text.</p>

Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<p>E. Students self-correct for meaning.</p> <p>G. Students connect information and events in texts to life experience.</p>	<p>K.A.R.1.5 Students attend to teacher-made connections between text and their life experiences.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students respond to teacher-made connections between text and their life experiences. Ex. Given a shared text and a picture of a teacher-presented connection (the boy in the story and you go to school), students respond to the picture by commenting, asking a question, making another connection, etc. to the text or the connection.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students attend to teacher-made connections between text and their life experiences. Ex. Given a shared text and a picture of a teacher-presented connection (the boy in the story and you go to school), students attend to the picture by pointing, eye contact, etc. to the text or the connection.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students attend to a picture, object, or symbol presented as a connection to understand text. Ex. Given a picture from a text, students match the picture to the correct text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a picture presented as a connection to a text.</p>

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<p>H. Students identify parts of a book including the front and back covers, the title page, and the names of the author and illustrator.</p> <p>J. Students understand concepts of print, including that print conveys meaning and that print is read top-to-bottom and left-to-right.</p> <p>N. Students are familiar with a variety of modes such as Big Books, story telling, audio, and video modes.</p>	<p>K.A.R.1.6 Students interact with a variety of materials top-to-bottom given teacher modeling.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify the top and bottom of a book or object. Ex. Given a book or an object, students identify and label the top of the book or object.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students interact with a variety of material top-to-bottom given teacher modeling. Ex. Students use their schedule to begin an activity; student follows a schedule labeled and modeled as top-to-bottom.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize top and/or bottom of presented objects. Ex. Students put a block in the top container or in the bottom container when requested.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the top or bottom of a presented object.</p>

Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<p>2. Students demonstrate an understanding of literary skills.</p> <p>A. Students understand sequence; i.e., beginning, middle, and end.</p> <p>B. Students use illustrations to retell a story.</p>	<p>2. Students understand literary texts.</p> <p>K.A.R.2.1 Students identify an event given two presented events to show first or last to understand a shared literary text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify first or last to understand a shared literary text with pictures. Ex. Given a story, students identify the last event in the story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify an event given two presented events to show first or last to understand a shared literary text. Ex. Given 2 pictures from a shared story, students choose the picture that represents what happened first.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match an event to show first in a shared literary text. Ex. Given a picture from the beginning of a text, students match the picture to the same/similar picture in the beginning of the text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a picture, object, or symbol associated with the first part of a text.</p>

Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<p>B. Students use illustrations to retell a story.</p>	<p>K.A.R.2.2 Students act in response to a teacher-presented retelling of a story using pictures.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students answer questions about a teacher-presented retelling of a story. Ex. Students answer when teacher asks who, what, or where about the story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students act in response to a teacher-presented retelling of a story using pictures. Ex. Students point to the text while teacher is reading.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students respond to a teacher-presented retelling of a story using pictures. Ex. Students sit quietly and turn toward the stimulus.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a retelling of a story using pictures.</p>

Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<p>C. Students listen and respond to stories based on characters, themes, plots, and settings.</p>	<p>K.A.R.2.3 Students interact with and respond to a story based on characters, a plot, and setting.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students respond to a question to a story based on characters, a plot, and setting. Ex. Students respond correctly when teacher asks who, what, or where about the story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students interact with and respond to a story based on characters, a plot, and setting. Ex. Students comment, point, or react to a story.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students respond to a story based on characters, a plot, and setting. Ex. Students sit quietly, turn toward the book, point, or identify an object in the text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a story based on characters, a plot, and setting.</p>

Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<p>3. Students demonstrate understanding of informational texts by listening and responding to nonfiction texts.</p>	<p>3. Students understand informational texts.</p> <p>K.A.R.3.1 Students use illustrations, descriptions, or objects to identify information from a shared nonfiction text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use illustrations, descriptions, or objects to give more than one detail of a story and information.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use illustrations, descriptions, or objects to identify information from a shared nonfiction text. Ex. Given a story about animals and a statement about bears, students identify a picture of the bear in the story.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match information from a shared nonfiction text. Ex. Given a picture of a bear from a story, students match the picture to a page in the story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a picture or object from a nonfiction story.</p>

**Wyoming Reading Academic Content Standard and Academic Benchmarks
Grade 1**

CONTENT STANDARD 1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts. ACADEMIC CONTENT STANDARD 1. <u>READING</u> Students demonstrate understanding of literary and informational texts.		
Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p>A. Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.</p>	<p>1. Students understand that text has meaning.</p> <p>1.A.R.1.1 Students recognize letters, some letter/sound relationships, pictures, symbols, objects, and/ or logos to understand text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use letters, symbols, objects, and/or some simple words to understand text. Ex. Students select the word <i>dog</i> when presented with three pictures and asked which animal barks or says “woof?”</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students recognize letters, some letter/sound relationships, pictures, symbols, objects, and/or logos to understand text. Ex. Given a letter sound (/t/) students identify the letter <i>t</i> given a choice of two written letters (<i>t</i> and <i>m</i>).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match letters, pictures, symbols, and/or objects. Ex. Students match a picture of dog to plastic toy dog.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to letters, some letter/sound relationships, pictures, symbols, objects and/or logos to understand text.</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>A. Students use letter-sound relationships, context, and high frequency words to decode unknown words and understand text.</p>	<p>1.A.R.1.2 Students identify if two words rhyme.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students select two words that rhyme. Ex. Given three words, students identify two words in the set of words that rhyme.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify if words rhyme. Ex. Given presented pairs of words by the teacher, students indicate yes or no if they rhyme.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize that two presented rhyming words rhyme. Ex. Given two words that rhyme, students indicate that they are the same/rhyme.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to presented rhyming words.</p>

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<p>G. Students are familiar with a variety of modes such as Big Books, storytelling, magazines, newspapers, and audio and video modes.</p>	<p>1.A.R.1.3 Students interact with a variety of materials left-to-right given teacher modeling.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students demonstrate/indicate left-to-right monitoring of text given teacher modeling. Ex. Given a line of text in a book or schedule, students indicate monitoring of text moving left to right across the text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students interact with a variety of materials left-to-right given teacher modeling. Ex. Students use his/her schedule to begin an activity; student follows a schedule labeled and modeled as left-to-right given teacher cuing.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match teacher modeling of left or right in a variety of materials. Ex. Given a page from a book, students match a teacher's indication of the left side of the page and right side of the page.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the teacher modeling of left or right in a variety of materials.</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>B. Students use sequence to understand text and to make predictions about content.</p>	<p>1.A.R.1.4 Students use sequence with pictures, objects, and/or symbols to identify what is first and last to understand text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use sequence with pictures, objects, and/or symbols to identify what is first, next, and last. Ex. Students put symbols or pictures in order of breakfast, lunch, and dinner.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use sequence with pictures, objects, and/or symbols to identify what is first and last to understand text. Ex. Students put text represented by 2 pictures in order of first and last.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students find the symbol, picture, and/or object that comes last. Ex. Students give the item in the calendar box that comes last.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to sequence to identify what is first and last to understand text.</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>C. Students compare information from several sources to understand text.</p> <p>E. Students monitor and self-correct for meaning.</p>	<p>1.A.R.1.5 Students use prior knowledge to compare and monitor textual information.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use prior knowledge to compare and self-correct textual information. Ex. Students move an object, symbol, or picture to correct position of presented objects, symbols, or pictures which are out of sequence from a presented text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use prior knowledge to compare and monitor textual information. Ex. Given 3 pictures, students select two pictures which are both from a read aloud (dog, cat, apple).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify if two objects, pictures, or symbols match textual information. Ex. Students identify “yes” when presented with a character and object/animal from a story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to two objects, pictures, or symbols which match textual information.</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>D Students connect prior knowledge to textual information.</p>	<p>1.A.R.1.6 Students connect and match information in a text to their life experience.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students connect and identify information in a text to their life experience. Ex. Given a read aloud, students identify information in a text that is in their life experience (i.e., eating ice cream, having a dog, wearing shoes).</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students connect and match information in a text to their life experience. Ex. Given 3 objects from the story (elephant, tiger, dog) of which one connects to students' life experience, students identify the connected object (i.e., dog) to their lives.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify one or more familiar pictures in a text. Ex. Given a read aloud, students identify if a presented picture is in the text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a picture that connects their life experience to a presented text.</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>F. Students read aloud with fluency in a manner that sounds like natural speech.</p> <p>G. Students are familiar with a variety of modes such as Big Books, storytelling, magazines, newspapers, and audio and video modes.</p>	<p>1.A.R.1.7 Students read two symbolic representations such as simple one or two letter words, pictures, symbols, and/or objects to communicate content of a variety of modes of texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students read three or more symbolic representations such as words, pictures, symbols, and/or objects to communicate content of a variety of modes of texts. Ex. Students read simple sentence containing a one- or two- letter word and a picture (He runs.).</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students read two symbolic representations such as one or two letter words, pictures, symbols, and/or objects to communicate content of a variety of modes of texts. Ex. Given verbally the word / and the words / and <i>girl</i> presented on cards, students match the written word /.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students locate one symbolic representation such as a picture, symbol, and/or object to communicate content of a variety of modes of texts. Ex. Students choose a book symbol from a chart to request a story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to symbolic representations such as words, pictures, symbols, and/or objects from a variety of modes of texts.</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>2. Students demonstrate an understanding of literary texts.</p> <p>A. Students identify setting, characters, main events, and plot in story.</p>	<p>2. Students understand literary text.</p> <p>1.A.R.2.1 Students identify a character or an event in a story.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify two characters, two events, or a character and an event in a story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify a character or an event in a story. Ex. Given two pictures of events one of which is associated with a shared story, students identify the picture of the event from the story.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a character or an event to a story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a character or an event from a story.</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>B. Students recall sequence of key events.</p>	<p>1.A.R.2.2 Students sequence two events to comprehend literary texts given pictures.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students sequence three or more events to comprehend literary texts. Ex. Given three or more events represented as pictures showing first, next, last, or beginning, middle, end, students sequence the events.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students sequence two events to comprehend literary texts given pictures. Ex. Given two events represented as pictures showing first and next, first and last, beginning and middle, students sequence the two events.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify if two events are sequenced to comprehend literary texts given pictures. Ex. Students indicate “yes” or “no” when presented with two pictures of events from a text and asked if they are in order.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to two events presented in order or two events presented out of order to comprehend a literary text. .</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>C. Students read a variety of literary genres such as story books, poems, fairy tales, narratives, and fables.</p>	<p>1.A.R.2.3 Students express an interest in reading-related activities, including narratives, fairy tales, and poetry.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students choose a reading activity/text for leisure time including narratives, fairy tales, and poetry.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students express an interest in reading-related activities, including narratives, fairy tales, and poetry. Ex. Students get excited when given a book.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students actively listen to reading-related activities, including narratives, fairy tales, and poetry. Ex. Students sit quietly, turn toward the reading activity, or follow along.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to reading-related activities, including narratives, fairy tales, and poetry. Ex. Students show purposeful gestures, makes noises, or gazes when presented with a reading-related activity.</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>3. Students demonstrate understanding of informational text.</p> <p>A. Students read nonfiction texts.</p>	<p>3. Students understand informational texts.</p> <p>1.A.R.3.1 Students respond to nonfiction texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students answer a question about a nonfiction text using words, pictures, symbols, or objects. Ex. Students answer "yes" when asked if a leaf is part of a plant.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students respond to nonfiction texts. Ex. Students choose picture, symbol, or object that relates to plant parts after text about plants is read.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a picture to the object presented in a nonfiction text. Ex. Students place a picture of a plant next to a real plant.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to an object representing information in nonfiction text.</p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p>B. Students understand the main idea and relevant facts in level-appropriate informational texts.</p>	<p>1.A.R.3.2 Students identify two details using words, symbols, pictures, or objects related to information texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify three details using words and symbols, pictures, or objects related to informational texts.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify two details using words, symbols, pictures, or objects related to informational texts. Ex. Given a picture book about clowns and 2 pictures of clowns showing a detail of their costume and 1 picture of an unrelated object, students identify which pictures relate to the clown.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify one detail using words, symbols, pictures, or objects related to informational texts.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a picture from an information text.</p>

**Wyoming Reading Academic Content Standard and Academic Benchmarks
Grade 2**

CONTENT STANDARD 1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts. ACADEMIC CONTENT STANDARD 1. <u>READING</u> Students demonstrate understanding of literary and informational texts.		
Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p>A. Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.</p>	<p>1. Students understand that text has meaning.</p> <p>2.A.R.1.1. Students blend syllables (i.e., cup / cake become cupcake) .</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students blend syllables and onset and rime (i.e., cup / cake, b / at).</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students blend syllables (i.e., cup / cake becomes cupcake). Ex. Given two syllables of a word or two pictures representing the 2 syllables of a compound word, students blend the syllables to represent one word.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a word presented in syllables to a presented picture. Ex. Given a word and a corresponding picture, students pair a word with picture.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a picture representing a compound word.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>A. Students use basic elements of structural analysis, such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.</p>	<p>2.A.R.1.2 Students recognize units of words in a provided simple sentence.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students recognize units of words in longer sentences.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students recognize units of words in a provided simple sentence. Ex. Given a sentence containing 2 words, students count the number of words in the sentence.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match units of words in a provided simple sentence. Ex. Given a sentence containing two words (Boy sings) and a picture representing each word, students match the picture to the presented sentence.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to units of words representing a two-word sentence.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>A. . Students use basic elements of structural analysis such as simple prefixes and suffixes, root words, contractions, possessives, simple abbreviations, sentence structure, and compound words to decode unknown words.</p>	<p>2.A.R.1.3 Students differentiate between 3 new high frequency words, 3 symbols, and 3 pictures to read and communicate meaning.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify and use 5 familiar three-letter words, 5 symbols, and 5 pictures to read and communicate meaning. Ex. Given 5 known three-letter words, students identify requested word and use it in a sentence.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students differentiate between 3 new high frequency words, 3 symbols, and 3 pictures to read and communicate meaning. Ex. Given 3 known two- or three-letter words, students identify requested words.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a word to a presented picture. Ex. Given a word and a corresponding picture, students pair a word with a picture.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to new words, symbols, and pictures.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>B. Students read to confirm predictions about text,</p>	<p>2.A.R.1.4 Students identify if a teacher-presented prediction about the text matches the text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify a prediction about a presented text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify if a teacher-presented prediction about the text matches the text.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students pair a picture of an event or story element from a presented text with presented pictures of events/elements from the text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to teacher-provided picture which is a prediction related to a presented text.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>C. Students comprehend main idea and supporting details in grade level-appropriate texts and demonstrate through retelling.</p>	<p>2.A.R.1.5 Students identify and sequence two events in a text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify and sequence three events in a text in response to three different questions.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify and sequence two events in a text. Ex. Given a set of pictures, students identify if the event occurred in the text in the presented order.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match two events to events presented in a text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to two events presented from a text.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>D. Students set a purpose for reading and use such comprehension strategies as visualizing and inferring.</p>	<p>2.A.R.1.6 Students use visualizing to identify a picture which matches a simple description in a text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use visualizing to select a picture which matches a description in a text. Ex. Given 3 pictures, students select a picture which matches a description in a text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use visualizing to identify a picture which matches a description in a text. Ex. Given a picture, students identify by indicating "yes" or "no" if it matches a description (a big, black dog) in a text.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a presented picture with a picture in a familiar text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a presented picture from a familiar text.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>E. Students make connections with the text.</p>	<p>2.A.R.1.7 Students make connections to a text using teacher-provided pictures.</p>	<p>Level IV Students consistently and independently perform in unfamiliar settings using natural supports. Students demonstrate a connection to a text using teacher-provided pictures and words. Ex. Students determine a connection to the text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students make connections to a text using teacher-provided pictures. Ex. Students identify if a provided picture connects to an event or item in the text.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize a connection by pairing a teacher-provided picture with a picture from the text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to pictures from their personal experience.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>2. Students demonstrate understanding of literary text.</p> <p>A. Students compare and contrast plots, characters, and settings presented by different authors.</p> <p>B. Students identify problem and solution in literary text.</p>	<p>2. Students understand literary texts.</p> <p>2.A.R.2.1 Students compare events by identifying two similar events or characters from two familiar texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students compare and contrast events by identifying a similar event or character and a different event or character from two familiar texts.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students compare events by identifying two similar events or characters from two familiar texts. Ex. Students identify by indicating "yes" or "no" to an item presented with pictures (a trip to the woods, a mother) which is or is not common to two familiar stories.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a picture of an event in a familiar text to a picture of a similar event in another familiar text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to pictures of two similar events from two familiar texts.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>C. Students read a variety of literary genres such as storybooks, poems, fairy tales, narratives, and fables.</p> <p>D. Students are familiar with a variety of modes such as books and poems by the same author, children’s literary magazines, Big Books, and storytelling.</p>	<p>2.A.R.2.2 Students engage with a variety of literature/media.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students choose to engage in an activity using a variety of literature/media. Ex. Students use leisure time for reading or media activity.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students engage in a variety of literature/media. Ex. Students laugh in the appropriate places when listening to a tape.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students attend for an extended period of time to a segment of a literature or media selection. Ex. Students face the source or sit quietly.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a variety of literature/media.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>3. Students demonstrate understanding of informational text.</p> <p>A. Students interpret simple written directions.</p>	<p>3. Students understand informational texts.</p> <p>2.A.R.3.1 Students follow simple one-step directions using actions, words, symbols, pictures, objects, and/ or logos.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students follow simple two-step directions using actions, words, symbols, or logos.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students follow simple one-step directions using actions, words, symbols, pictures, objects, and/ or logos. Ex. When asked to turn the page of a book, students turn the page.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students copy a simple one-step direction. Ex. When given a model of a one-step direction (stop or come here), student copies/repeats the modeled direction.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to a simple one-step direction (e.g., uses eye gaze, facial expression, body movement).</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>B. Students are familiar with a variety of informational modes such as Big Books, storytelling, magazines, newspapers, and audio and video modes.</p>	<p>2.A.R.3.2 Students respond to a variety of informational modes including Big Books and storytelling.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students select an appropriate informational mode for a certain task. Ex. When asked to select a book about ice cream from three presented texts, students select the correct book.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students respond to a variety of informational modes including Big Books and storytelling. Ex. Students identify if they like ice cream when presented with a book about ice cream.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students are familiar with two informational modes such as Big Books and storytelling. Ex. Students respond to two different information modes.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a variety of informational modes including Big Books and storytelling.</p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p>C. Students use a variety of sources to gather information such as tables of contents, charts, informational books, and guest speakers.</p> <p>D. Students read nonfiction such as biographies and graphics.</p>	<p>2.A.R.3.3 Students identify various information texts for different purposes.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students choose the appropriate text/material for a given situation Ex. Students chooses phone book for phone numbers or addresses.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify various information texts for different purposes. Ex. Students identify which of two presented informational texts (weather chart and class schedule) would shows the next class activity.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students interact with different texts. Ex. Provided with opportunities to interact with texts when asked, "Here are some choices for your free-time. Do you want to play a game or listen to a story?" students engage in an activity related to a text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a presented informational text.</p>

**Wyoming Reading Academic Content Standard and Academic Benchmarks
Grade 3**

CONTENT STANDARD 1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts. ACADEMIC CONTENT STANDARD 1. <u>READING</u> Students demonstrate understanding of literary and informational texts.		
Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p>A. Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.</p>	<p>1. Students understand that text has meaning.</p> <p>3.A.R.1.1 Students blend separate phonemes in common CVC (consonant, vowel, consonant) words (/c/ /a/ /t/ is cat).</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students blend separate phonemes in common words containing four phonemes.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students blend separate phonemes in common CVC (consonant, vowel, consonant) words (/c/ /a/ /t/ is cat). Ex. Given a word separated into individual phonemes (/b/ /a/ /t/), students blend the sounds and identify the word by saying the word or representing the word with a picture or symbol.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students reproduce or match the sound of a letter.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the blending of separate phonemes in common words.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>A. Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.</p>	<p>3.A.R.1.2 Students read a common CVC (consonant, vowel, consonant) pattern word with different initial consonants (i.e., cat, bat, mat) and/or symbols, pictures, or sight words.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify the initial sounds of provided CVC (consonant, vowel, consonant) as the same or different.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students read a common CVC (consonant, vowel, pattern word with different initial consonants (i.e., cat, bat, mat) or symbols, pictures, and/or sight words. Ex. Given the words cat, bat, and fat, students pair a picture with each word.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match two common CVC (consonant, vowel, consonant) pattern words and/or symbols, pictures, or sight words.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the reading of common CVC (consonant, vowel, consonant) pattern word with different initial consonants.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>B. Students comprehend main idea and supporting details.</p>	<p>3.A.R.1.3 Students identify an important idea using pictures, symbols, words, and/or objects to comprehend text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine an important idea using pictures, symbols, words, and/or objects to comprehend the text. Ex. Students determine main idea without being provided choices.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify an important idea using pictures, symbols, words, and/or objects to comprehend text. Ex. When given a choice of pictures, students choose correct picture which represents main idea.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize pictures, symbols, words, and/or objects to comprehend an important idea. Ex. Students recognize pictures associated with the main idea from story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to a presented important idea using pictures, symbols, words, and/or objects to comprehend text.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>C. Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.</p>	<p>3.A.R.1.4 Students read words, symbols, and/or pictures or are read to in order to select a prediction from a well-known text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students read words, symbols, and/or pictures or are read to in order to make a prediction from a new text using words, symbols, and pictures. Ex. Given words on cards, students arrange them in order to communicate a prediction.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students read words, symbols, and/or pictures or are read to in order to select a prediction from a well-known text. Ex. Given a set of pictures or words which could represent a possible prediction, students identify a picture or selects words for a prediction.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students read pictures, symbols, and/or pictures or are read to in order to identify a prediction from a well-known text. Ex. Students identify a picture by indicating “yes” or “no” that represents a prediction.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the presentation of a prediction from a well-known text.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>D. Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines.</p>	<p>3.A.R.1.5 Students identify a picture or description related to a presented story.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students provide a picture and a description or object related to a story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify a picture or description related to a presented story. Ex. Given a read aloud of a story about a boy in school and three pictures (one related, two unrelated), students identify the picture of a school as being related to the story.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a picture from a shared text to the picture in the story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the presentation of a picture related to a presented story.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>E. Students make connections among texts and themselves.</p>	<p>3.A.R.1.6 Students connect and match an event or story element as presented in a text to personal experience.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students connect and identify an event and a story element as presented in a text to personal experience.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students connect and match an event or story element as presented in a text to personal experience. Ex. Given two events from a story, students match one of the events which is common to their personal experience (going to school, having a pet, having a sister).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students pair a picture of an event or story element from a presented text with presented pictures of events/elements from their personal experience. Ex. Given a picture of a mother from a story and a picture of their own mother and one of the teachers, students pair the two pictures of the mothers.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to teacher provided pictures to make a connection to the text.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>2. Students will read and interpret literature.</p> <p>A. Students understand basic elements of plot such as conflict and resolution.</p> <p>B. Students determine characters' traits by their actions and how they are portrayed by the author and illustrator.</p>	<p>2. Students understand literary texts.</p> <p>3.A.R.2.1 Students identify story elements related to a problem.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine story elements related to a problem. Ex. Students identify a character or event related to a problem when questioned about a text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify story elements related to a problem. Ex. Given a read aloud and a choice of pictures (mom, dog, house) related to a problem (gets mad), students choose correct picture (mom).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify a problem in the story given related pictures. Ex. Students identify pictures associated with the problem in the story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a teacher-provided activity, responding to pictures and objects to determine story elements.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>C. Students recognize use of descriptive language.</p> <p>D. Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, fables, and narratives from different cultures, drama, myths, folk tales, and legends.</p> <p>E. Students are familiar with a variety of literary modes such as books and poems by the same author.</p>	<p>3.A.R.2.2 Students act in response to a variety of literary genres such as poetry, fiction, narratives, and legend as read by the teacher.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students respond to a variety of literary genres such as poetry, fiction, narratives, and legend as read by the teacher by identifying an important idea. Ex. Students identify an important idea using words and/or pictures from a portion of the story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students act in response to a variety of literary genres such as poetry, fiction, narratives, and legend as read by the teacher. Ex. Students ask questions, share thoughts, use short verbal responses.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students respond to a variety of literary genres such as poetry, fiction, narratives, and legend as read by the teacher. Ex. Students face the teacher, show expression, or indicate a like or dislike for shared literary genre.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a variety of literary genres such as poetry, fiction, narratives, and legends as read by the teacher</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>3. Students demonstrate understanding of informational texts.</p> <p>A. Students distinguish the main idea and supporting details in grade level-appropriate expository text.</p>	<p>3. Students understand informational texts.</p> <p>3.A.R.3.1 Students identify an idea using words, symbols, pictures, and/or objects to comprehend informational texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine an idea using pictures, symbols, words, and/or objects to comprehend informational text (e.g., students determine an idea without being provided choices).</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify an idea using words, symbols, pictures, and/or objects to comprehend informational texts. Ex. Students share thoughts, use short verbal responses, share main idea through pictures, words, and/or short phrases.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize an idea using pictures, symbols, words and/or objects to comprehend informational text. Ex. Students recognize pictures associated with the main idea from story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the teacher's discussion on an idea and in an informational text. Ex. Students use facial expressions during the teacher's discussion.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>B. Students compare and contrast information on the same topic after reading several passages or articles.</p>	<p>3.A.R.3.2 Students identify similar ideas using words, symbols, pictures, and/or objects to comprehend two informational texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine similar ideas using words, symbols, pictures, and/or objects to comprehend two informational texts.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify similar ideas using words, symbols, pictures, and/or objects to comprehend two informational texts. Ex. Given a picture of a machine and one of an animal, students identify which picture matches 2 presented information texts.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match similar ideas using pictures, symbols, words or objects in two informational texts. Ex Students recognize similar pictures associated with two informational texts.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the teacher’s discussion on a similar idea in two informational texts.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>C. Students locate information using table of contents or a glossary.</p>	<p>3.A.R.3.3 Students identify information using familiar classroom materials such as schedules, charts, and teaching resources (i.e., day of week, time of activity, location of activity).</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use information to respond to teacher questions related to familiar classroom materials such as schedules, charts, and teaching resources (i.e., day of week, time of activity, location of activity).</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> book Students identify information using familiar classroom materials such as schedules, charts, and teaching resources (i.e., day of week, time of activity, location of activity). Ex. Students physically or verbally locate requested content on a schedule.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify the location of familiar classroom materials such as schedules, charts, and teaching resources.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to familiar classroom materials such as schedules, charts, and teaching resources.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>D. Students interpret simple maps, charts, and graphs.</p>	<p>3.A.R.3.4 Students identify classroom objects, common locations, and materials from a map of their classroom.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students locate classroom objects, common locations, and materials from a map of their classroom. Ex. Students place teacher-given pictures or word cards onto a map of their classroom.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify classroom objects, common locations, and materials from a map of their classroom. Ex. Students point, show, or tell where objects, locations, or materials are located from a classroom map at the teacher's request.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize classroom objects, common locations, and materials related to their classroom. Ex. Students recognize classroom items from words, pictures, or objects.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to classroom objects, common locations, and materials from their classroom. Ex. Students smile, nod and/or use eye contact when teacher shows pictures of classroom objects and/or materials.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>E. Students follow simple multi-step written directions.</p>	<p>3.A.R.3.5 Students follow simple two-step directions using words, symbols, pictures, objects, and/or logos.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine and follow simple two-step directions using schedules or charts containing words, symbols, pictures, and/or logos. Ex. Students follow a multiple picture schedule, complete own picture schedule.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students follow simple two-step directions using words, symbols, pictures, objects, and/or logos. Ex. Students collect one item and then another following a picture-supported set of directions.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students copy simple two-step directions using words, symbols, and/or pictures. Ex. When asked to pick up a book, open the book and shown an action, students imitate the action.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students follow simple directions using words, symbols and/or pictures. Ex. Students respond to a command such as, "Look!"</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>F. Students read nonfiction texts such as biographies.</p>	<p>3.A.R.3.6 Students respond to nonfiction texts such as books about animals, places, and professions.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students respond to nonfiction texts, participating in a post reading activity. Ex. Students retell using words and/or pictures from the story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students act in response to nonfiction texts such as books about animals, places, and professions. Ex. Students connect a person (e.g. doctor or store clerk) from an informational text to a person in their lives.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students respond to a nonfiction text such as a book about animals, places, and professions as read by the teacher. Ex. Students face the teacher, show expression, or indicate a like or dislike for a shared informational text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to nonfiction text.</p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p>G. Students are familiar with a variety of informational modes such as books by the same author, demonstrations, and children’s news publications.</p>	<p>3.A.R.3.7 Students are familiar with a variety of informational modes such as books by the same author, demonstrations, and children’s news publications.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students respond to a variety of informational modes such as books by the same author, demonstrations, and children’s news publications and participate in a post reading activity. Ex. Students retell a portion of the story using words and/or pictures.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students are familiar with variety of informational modes such as books by the same author, demonstrations, and children’s news publications. Ex. Given a story from a children’s news publication about animals getting ready for winter, students share information about winter.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize an informational source. Ex. Students recognize an informational mode when a given different genres.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a presented informational source.</p>

**Wyoming Reading Academic Content Standards and Academic Benchmarks
Grade 4**

CONTENT STANDARD 1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts. ACADEMIC CONTENT STANDARD 1. <u>READING</u> Students demonstrate understanding of literary and informational texts.		
Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p>A. Students demonstrate understanding in their reading of grade level-appropriate texts based on retelling main idea and supporting detail.</p> <p>E. Students demonstrate understanding by summarizing.</p>	<p>1. Students understand that text has meaning.</p> <p>4.A.R.1.1 Students identify an idea from the beginning and the end of a text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students respond to a text-based question about the beginning or end of a text by choosing a picture, symbol, word, or object. Ex. Students choose correct picture, word, or object.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify an idea from the beginning and the end of a text. Ex. Given a read aloud and using pictures, words, symbols, and/or objects, students identify an event from the beginning and the end of the text.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match an idea from the beginning or the end of a text. Ex. Given a read aloud and a description of an event specified as being at the beginning or end of a text, students match a picture to the event.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to an idea from the beginning or the end of a text Ex. Students smile, nod or use eye gaze to a picture related to story.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>B. Students demonstrate the strategy of setting a purpose before reading and visualizing during reading.</p> <p>D. Students draw conclusions from text.</p>	<p>4.A.R.1.2 Students identify a sequence of three events within a story.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students express a sequence of three or more events from a story. Ex. Given three or more events, the student sequences the events.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify a sequence of three events within a story. Ex. Given three pictures of events within a story, students sequence the three pictures in the correct sequence.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize a sequence of events. Ex. Given a sequence of three events from a shared story, students indicate “yes” or “no” if sequence is correct. Given an incorrect sequence of 3 events, students identify “no.”</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the sequencing of events from a story.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>C. Students distinguish between fact and opinion.</p>	<p>4.A.R.1.3 Students identify facts from a story given a field of two choices using pictures, words, symbols, and/or objects.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students express facts from the story using pictures, words, symbols, and/or objects. Ex. Students identify two facts from the story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify facts from the story given a field of two choices using pictures, words, symbols, and/or objects. Ex. Presented with a teacher-created list, students identify facts from the story.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize facts from the story using pictures, words, symbols, or objects given a field of two. Ex. Students recognize pictures or events from the story from a field of two.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to discussion to facts from the story using pictures, words, symbols, or objects Ex. Students attend to pictures or events from the story by smiling, nodding, and/or eye gazing.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>F. Students read between the lines to infer author intent.</p>	<p>4.A.R.1.4 Students identify real as compared to make-believe stories and characters.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students differentiate between real and make-believe stories and characters. Ex. Given read alouds including an informational text and a fairy tale, students share one real character from the informational text and one make-believe character from the fairy tale.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify real as compared to make-believe stories and characters. Ex. Given an informational text and a fairy tale and a character from one of the texts, students identify if the character is real or make-believe.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students pair a picture of a make-believe character to a fairy tale and a picture of a real person to a true story. Ex. Given an informational text with a real character shown in a photograph and a fairy tale with a make-believe cartoon character, students pair a copy of the picture with the correct text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to a picture of a familiar person.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>G. Students use various strategies to develop vocabulary including using prior knowledge, learning prefixes, suffixes, and root words.</p>	<p>4.A.R.1.5 Students differentiate between five new high frequency words, five symbols, and/or five pictures to read and communicate meaning.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify and use more than five new high frequency words, five symbols, and/or five pictures to read and communicate meaning. Ex. Given five known three-letter words, students identify requested word and use it in a sentence.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students differentiate between five new high frequency words, five symbols, and/or five pictures to read and communicate meaning. Ex. Given five known high frequency words, students identify requested words.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize familiar words, symbols, or logos. Ex. Given a choice of familiar words, symbols, pictures, or logos, student matches two that represent the same item.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to familiar words, symbols, or logos.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>H. Students understand grade level-appropriate technical and subject-specific vocabulary.</p>	<p>4.A.R.1.6 Students use new words, pictures, symbols, and/or logos to read and communicate meaning of text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students read and use new words, symbols, pictures and/or logos to express a meaningful thought related to the text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use new words, pictures, symbols, and/or logos to read and communicate meaning of text. Ex. Given the meaning of a new word, students select a correct word, picture, symbol or logo.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match two familiar words, symbols, pictures, and/or logos that have the same meaning. Ex. Given a choice of familiar words, symbols, pictures, or logos, students match two that represent the same item.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to familiar words, symbols, or logos.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>I. Students use text organizers such as type, headings, and graphics to predict and categorize information.</p>	<p>4.A.R.1.7 Students identify the location of the title of a text and predict the type of text as real or make-believe given teacher-provided choices.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify the location of the title of a text and predict the type of text as real or make-believe.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify the location of the title of a text and predict the type of text as real or make-believe given teacher-provided choices. Ex. Given a read aloud of a fairy tale, students identify the title on the cover of the book and identify the book as a make-believe story.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students locate the title of a text or predict the type of text as real or make-believe given teacher-provided choices.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the location of the title of a text.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>J. Students read narrative and expository text aloud with level-appropriate fluency and accuracy with appropriate pacing, intonation, and expression.</p>	<p>4.A.R.1.8 Students read simple sentences containing CVC (consonant, vowel, consonant) words, high frequency words, symbols, pictures, and/or logos.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students read simple sentences containing CVC (consonant, vowel, consonant) words, high frequency words, symbols, pictures, and/or logos using pre-primer texts.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students read simple sentences containing CVC (consonant, vowel, consonant) words, high frequency words, symbols, pictures, and/or logos.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students locate CVC (consonant, vowel, consonant) words, high frequency words, symbols, pictures, and/or logo in familiar texts.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to simple sentences.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>2. Students demonstrate an understanding of literary texts.</p> <p>A. Students use knowledge of situation, setting, and a character's traits and motivations to determine the causes for that character's actions.</p>	<p>2. Students understand literary texts.</p> <p>4.A.R.2.1 Students identify the setting and a trait of a character from a literary text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students describe the setting from a literary text and a trait of a character. Ex. With teacher-provided aids from the story, students determine the setting and a feature or trait of character (e.g., sad boy).</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify the setting and a trait of a character from a literary text. Ex. When given a choice of 3 pictures of settings for a read text, students identify the correct setting.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a picture of a setting with a picture representing the setting or a trait to a character in the literary text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a teacher-provided activity responding to pictures of the setting and characters.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>B. Students understand the different ways in which words and style are used such as rhythm, alliteration, and onomatopoeia.</p> <p>C. Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, narratives from different cultures, drama, literature anthologies, myths, folk tales, and legends.</p> <p>D. Students know the defining characteristics of a variety of literary texts such as poetry.</p>	<p>4.A.R.2.2 Students respond to a variety of literary genres including text with repeated phrases, rhythm, and alliteration.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify a repeated phrase, a rhythmic phrase or a word appropriate for alliteration as presented in a variety of literary genres. Ex. Students identify a repeated phrase using words and/or pictures.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students respond to a variety of literary genres including text with repeated phrases, rhythm, and alliteration. Ex. Given a text with a repeated phrase and the repeated phrase, students repeat the phrase or select a text with repeated phrase when give a choice.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students attend to a variety of literary genres including text with repeated phrases, rhythm, and alliteration.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a selection of literature containing repeated phrases.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>E.. Students establish a purpose for reading.</p> <p>F. Students understand author's purpose and elements that help to achieve that purpose such as language, form, setting, specific information and details, and persuasive techniques.</p>	<p>4.A.R.2.3 Students identify a book which matches a reading interest.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students request a book which matches a reading interest. Ex. Students ask for a preferred book.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify a book which matches a reading interest. Ex. Presented with a topics of known interest to the students and two book choices, students identify the book that matches their interest.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students show an interest in reading a preferred book. Ex. Students move to designated story area and prepare to read.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to familiar books.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>3. Students demonstrate an understanding of informational text.</p> <p>A. Students read a variety of nonfiction and informational texts.</p> <p>D. Students use reading strategies to comprehend informational texts (main idea, supporting details, and fact/opinion).</p>	<p>3. Students understand informational texts.</p> <p>4.A.R.3.1 Students identify information related to a variety of nonfiction and informational texts to include children’s educational magazines.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine an important idea in a nonfiction or informational text. Ex. Given an informational text about fish, students determine a main idea such as fish live in the ocean or all fish have fins.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify information related to a variety of nonfiction and informational texts to include children’s educational magazines. Ex. Students identify the main idea that matches the text.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students respond to a nonfiction or informational text including a children’s educational magazine.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to selected topics from a children’s educational magazine.</p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p>B. Students summarize important information.</p> <p>C. Students locate information using table of contents, index, or glossary.</p>	<p>4.A.R.3.2 Students identify important information in informational texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students express important information from two or more sources. Ex. Students use schedules and calendars to locate important information.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify important information in informational texts. Ex. Students identify important information from two sources such as schedules, calendars, menus, etc.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize important information from a field of two within one source. Ex. Given a weather report, students choose important information related to today's weather vs. a lunch choice.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to important information from teacher-directed source.</p>

**Wyoming Reading Academic Content Standard and Academic Benchmarks
Grade 5**

CONTENT STANDARD 1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts.		
ACADEMIC CONTENT STANDARD 1. <u>READING</u> Students demonstrate understanding of literary and informational texts.		
Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p>A. Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.</p>	<p>1. Students understand that text has meaning.</p> <p>5.A.R.1.1 Students differentiate between longer, high frequency words, new pictures, symbols, objects, and/or logos to communicate meaning.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students differentiate and use more words which are longer, including high frequency words, new pictures, symbols, objects, and/or logos to communicate meaning. Ex. Students express words found in the story to communicate meaning of the reading.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students differentiate between longer, high frequency words, new pictures, symbols, objects, and/or logos to communicate meaning. Ex. Students use picture cards, words, and symbols to communicate meaning of familiar high frequency words.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize two familiar high frequency words, symbols, and/or logos.</p>

		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i></p> <p>Students respond to a familiar word, symbol, and/or logo. Ex. Students respond to choice of a picture, logo, or symbol representing life a familiar vocabulary word.</p>
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Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>A. Students use knowledge of synonyms, antonyms, and multiple meaning words to develop vocabulary.</p>	<p>5.A.R.1.2 Students read a longer sentence containing CVC (consonant, vowel, consonant) words, symbols, pictures, and/or logos and high frequency words and attend to end punctuation including periods.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students read longer sentences containing CVC (consonant, vowel, consonant) words, symbols, pictures, and/or logos and high frequency words and attend to end punctuation including periods.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students read a longer sentence containing CVC (consonant, vowel, consonant) words, symbols, pictures, and/or logos and high frequency words and attend to end punctuation including periods.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match the meaning of a simple sentence with words, pictures, symbols, and/or objects.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a simple sentence with words, pictures, symbols, and/or objects.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>B. Students understand grade level-appropriate technical and subject-specific vocabulary.</p>	<p>5.A.R.1.3 Students use eight to ten new words, symbols, and/or logos to communicate the meaning of text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use ten or more new words, symbols, or logos to communicate the meaning of text. Ex. Students express words found in a shared story to communicate the meaning of the story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use eight to ten words, pictures, symbols, and/or logos to communicate the meaning of text. Ex. Given the meaning of a new word, students select the corresponding word, picture, symbol or logo.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize two familiar words, symbols, or logos.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to a familiar word, symbol, or logo.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>C. Students demonstrate comprehension by retelling, summarizing, and paraphrasing main idea and supporting details in grade level-appropriate text.</p>	<p>5.A.R.1.4 Students retell part of a story.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students retell more than one part of a familiar story using details.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students retell part of a story. Ex. Given a familiar story and asked a question about what happened at the end, students retell the end of the story using words and/or pictures.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize events from a familiar story. Ex. From a field of two teacher-provided events, students recognize the event from a particular story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to the teacher retelling events from a story.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>D. Students draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.</p>	<p>5.A.R.1.5 Students identify an inference from a shared text given a teacher provided inference.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify an inference from a shared text. Ex. Given a read aloud about winter and snow, students identify that it is cold.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify an inference from a shared text given a teacher-provided inference. Ex. Given a read aloud and information about a character (Billy likes to ride his bike, Billy likes to play, Billy likes to be with his friends), students identify if a provided inferred statement about the character is correct (Billy likes to have fun.).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match an event to a character in a shared text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a teacher-led discussion on inference.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>E. Students understand cause and effect relationships.</p>	<p>5.A.R.1.6 Students identify an effect given possible effects and the cause.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify the effect without provided choices when given the cause from a shared text. Ex. When given an event from story, students identify the character's response to the event.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify an effect given possible effects and given the cause. Ex. When presented with a cause (John did not go to bed until it was very late), students identify the effect from a field of two (John was tired; John was happy).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize the effect when given the cause.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Student responds to teacher-led discussion or demonstration of cause and effect.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>F. Students use such strategies as setting a purpose for reading and using graphic organizers to predict, categorize, and analyze.</p>	<p>5.A.R.1.7 Students use a teacher-provided graphic/tactile organizer to categorize information from a shared text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use a graphic/tactile organizer to categorize information from a shared text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use a teacher-provided graphic/tactile organizer to categorize provided information from a shared text. Ex. Given a chart with a column labeled with a picture of a setting and another labeled with a picture of a character and pictures of settings and characters from a shared text, students place pictures in correct category.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a piece of information to a partially-completed graphic/tactile organizer.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a graphic/tactile organizer to categorize provided information from a shared text.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>2. Students demonstrate an understanding of a variety of literary texts.</p> <p>A. Students make connections between characters, character traits, setting, and plot.</p>	<p>2. Students understand literary texts.</p> <p>5.A.R.2.1. Students identify a simple connection between a character and a character trait given choices.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify a character trait and the associated character.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify a simple connection between a character and a character trait given choices. Ex. Given two character traits one of which is related to a specified character from a shared text, students identify if the trait matches the specified character.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a character to a character trait. Ex. Given pictures from a shared story of two characters from a presented story and a picture representing <i>mad</i>, students match the pictures.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to teacher-provided activity by responding to a picture, word, or object to make a connection to the text.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>B. Students make connections with the text.</p>	<p>5.A.R.2.2 Students connect and match an identified character description or trait as presented in a text to themselves.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify a character trait which matches themselves as presented in a text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students connect and match an identified character description or trait as presented in a text to themselves. Ex. Given two character traits related to characters from a shared text, students identify if the trait matches themselves.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a character in a story to a real person who has a similar trait given a choice of persons.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to an activity connecting characters to simple character traits and to people known by the students.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>C. Students recognize descriptive language and imagery.</p>	<p>5.A.R.2.3 Students identify descriptive words.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use descriptive words. Ex. Students express three descriptive words related to a character, setting or event from the story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify descriptive words. Ex. Students match descriptors to a character.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a familiar descriptive word to an object.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to descriptive words.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>D. Students read a variety of literary genres (historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales and legends).</p> <p>E. Students are familiar with a variety of literary modes including literature anthologies and books by the same author, and can explain the defining characteristics of a variety of texts.</p>	<p>5.A.R.2.4 Students respond to a variety of literary genre such as books about different cultures and books by the same author as read by the teacher.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students respond to a variety of literature including poems and books by the same author by retelling, commenting, or asking questions. Ex. Students retell using words and/or pictures from a portion of the story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students respond to a variety of literary genre such as books about different cultures and books by the same author as read by the teacher. Ex. Students answer questions, share thoughts or use short expressive responses to a presented book on Indians.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students attend to a variety of literature including poems and books by the same author by recognizing that the teacher is reading. Ex. Students exhibit on-task behavior during reading.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a variety of literature including poems and books by the same author.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>3. Students demonstrate understanding of informational text.</p> <p>A. Students locate and use information from multiple sources.</p>	<p>3. Students understand informational texts.</p> <p>5.A.R.3.1 Students use two familiar sources of information to complete a learning activity.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use three familiar sources of information.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use two familiar sources of information to complete a learning activity. Ex. Students use a schedule and picture chart for completing a math activity.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize a familiar source of information. Ex. With teacher direction, students use a schedule.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a familiar source of information.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>B. Students compare and contrast information to draw conclusions.</p>	<p>5.A.R.3.2 Students compare and contrast information.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify two similarities and two differences between two related topics.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students compare and contrast information. Ex. Given two information charts, one about birds and one about fish, students identify one comparison (both are living) and one difference (birds fly and fish swim).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match objects that are alike and different.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to others sorting objects that are alike and different.</p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p>C. Students are familiar with a variety of informational modes, such as news articles, magazines, online information, books by same author, demonstrations, biographies, and autobiographies.</p>	<p>5.A.R.3.3 Students respond to a variety of information modes to include biography.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine an important idea in a biography. Ex. Students retell a portion of the story using words and/or pictures.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students respond to a variety of information modes to include biography. Ex. Given two pictures of a person described in a biography presented by the teacher, students identify which picture matches the story.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students attend to a variety of informational modes to include biography by recognizing that the teacher is reading.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to ideas presented from a biography.</p>

**Wyoming Reading Academic Content Standard and Academic Benchmarks
Grade 6**

CONTENT STANDARD 1. <u>READING</u> Students use the reading process to demonstrate understanding of literary and informational texts. ACADEMIC CONTENT STANDARD 1. <u>READING</u> Students demonstrate understanding of literary and informational texts.		
Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p>A. Students use word origins and derivations to develop vocabulary.</p> <p>B. Students understand grade-level appropriate technical and subject-specific vocabulary.</p>	<p>1. Students understand that text has meaning.</p> <p>6.A.R.1.1 Students understand subject-specific vocabulary.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use subject-specific vocabulary. Ex. Given a topic of study (plants) and vocabulary associated with it, students use the vocabulary to describe the topic.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students understand subject-specific vocabulary. Ex. Given a topic of study and vocabulary associated with the topic represented by pictures, students pair pictures with meanings.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match subject-specific vocabulary. Ex. Given a topic of study and a subject-specific vocabulary word represented by a picture, students match the word/picture to the word or picture to a similar picture.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to subject-specific vocabulary presented by the teacher.</p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>C. Students comprehend main idea and supporting details in grade-level appropriate texts through interpretation, inference, and analyzing, and read on both the literal and inferential levels, supplying textual evidence, and prior knowledge.</p>	<p>6.A.R.1.2 Students identify the main idea and a supporting detail from a story.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify the main idea and two or more details from a story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify the main idea and a supporting detail from a story. Ex. Given a main idea (Mary is happy.) and a choice of two supporting details, students identify the detail (Mary received a present) related to the main idea.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a presented idea with a supporting detail from a familiar story given a choice of two details.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to the main idea and a supporting detail from a familiar story.</p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>D. Students use reading strategies including setting a purpose, visualizing, and analyzing cause-effect relationships.</p>	<p>6.A.R.1.3 Students identify a cause given possible causes and the effect.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students infer a cause given a simple text-based cause.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify a cause given possible causes and the effect. Ex. Given an effect (the boy was crying), students identify from a field of two an appropriate cause (the boy fell off his bike).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students respond to a teacher-led discussion or demonstration of cause and effect.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a teacher-led discussion or demonstration of cause and effect.</p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>2. Students read and interpret a variety of literary texts including historical fiction, novels, poetry, fairy tales, tall tales, myths, legends, and plays.</p> <p>A. Students identify connections between dialogue, events, and conflict.</p> <p>B. Students make connections within and among texts and themselves.</p>	<p>2. Students understand literary texts.</p> <p>6.A.R.2.1 Students make connections among texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify connections among text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students make connections among texts. Ex. Given two familiar shared stories and representations of possible connections between the stories, students identify characters, events, or ideas which are common to both stories.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a similar story element to two familiar texts. Ex. Students match a familiar character to two books written by the same author about the same character.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to a connection between two familiar stories.</p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>C. Students identify similes and metaphors.</p>	<p>6.A.R.2.2 Students identify comparisons between two characters, settings or other story elements.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify similarities and differences between characters, settings or other story elements of two stories.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify comparisons between two characters, settings or other story elements. Ex. Given two settings from two familiar stories and possible common attribute (both are in the city, both are in the mountains, both are in the desert), students identify a common attribute of both settings.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a familiar story element to two texts.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the comparison between two characters, settings or other story elements.</p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>D. Students compare a variety of literary genres.</p>	<p>6.A.R.2.3 Students identify one difference and/or one similarity between two pieces of literature.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students provide one difference and one similarity between two pieces of literature.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify one difference and/or one similarity between two pieces of literature. Ex. Given two stories and field of three choices of possible similarities (both are funny, both are about holidays, both are about kids), students identify a correct similarity.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match one difference or one similarity between two pieces of literature given choices of differences or similarities.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a discussion of differences and similarities between two pieces of literature.</p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>3. Students demonstrate understanding of informational texts.</p> <p>A. Students use maps, captioned pictures, or sidebars to locate additional information embedded in text.</p> <p>B. Students analyze technical data in charts or graphs.</p>	<p>3. Students understand informational texts.</p> <p>6.A.R.3.1 Students locate and/or identify maps, pictures, or sidebars within informational text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students locate and identify maps, pictures, or sidebars within informational text. Ex. Students select maps when asked to locate the school.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students locate and/or identify maps, pictures, or sidebars within informational text. Ex. Students select and identify between two choices of text (a map and a weather chart) to find Wyoming.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students locate a requested informational text given two choices of text. Ex. Students locate the newspaper from a familiar location.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to others using information text to locate information.</p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>C. Students are familiar with a variety of informational modes such as public documents, print news media, and Internet websites.</p> <p>D. Students read nonfictional texts such as biographies, interviews, and informational texts.</p>	<p>6.A.R.3.2 Students identify two facts from a variety of nonfiction or informational texts including newspapers or magazines.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine two facts in print news media or a magazine. Ex. Given a magazine article about fish, students determine an idea such as fish can be different colors.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify two facts from a variety of nonfiction or informational texts including newspapers or magazines. Ex. Given an article about cars and three ideas represented as pictures, students identify a related idea such as cars have engines.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a fact to news media or a magazine. Ex. Given a picture from a magazine and two pages from the magazine, students match the picture to the page.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students respond to facts presented from news media or magazines.</p>

**Wyoming Reading Academic Content Standard and Academic Benchmarks
Grade 7**

CONTENT STANDARD 1. <u>READING</u>		
Students use the reading process to demonstrate understanding of literary and informational texts.		
ACADEMIC CONTENT STANDARD 1. <u>READING</u>		
Students demonstrate understanding of literary and informational texts.		
Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p>A. Students use analogies, idioms, similes, and metaphors to develop vocabulary.</p> <p>B. Students understand grade-level appropriate technical and subject-specific vocabulary.</p>	<p>1. Students understand that text has meaning.</p> <p>7.A.R.1.1 Students use vocabulary to describe, compare or contrast to build an appropriate vocabulary.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students explain how pictures, stories or ideas are different or the same using appropriate vocabulary.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use vocabulary to describe, compare or contrast to build an appropriate vocabulary. Ex. Given two events from a story (one that is happy and one that is sad), students use vocabulary to compare the events.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize a difference or similarity between two pictures using appropriate vocabulary. Ex. Students pair a representation of <i>large</i> to the elephant when presented with a picture of an elephant and a mouse.</p>

		Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to others using vocabulary to compare and contrast ideas.
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Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p>C. Students understand and use reading strategies including setting a purpose, visualizing, finding the main idea and supporting details, and interpreting in grade-level appropriate text.</p>	<p>7.A.R.1.2 Students identify the main idea and supporting details in a story.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify the main idea and three supporting details in a story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify the main idea and supporting details in a story. Ex. Given a main idea (Mary is happy.) and a choice of three supporting details, students identify two supporting details (Mary received a present) related to the main idea.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a given main idea to a supporting detail given two supporting details.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Student attends to a discussion of a main idea and supporting details of a story.</p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p>2. Students read and interpret a variety of literary genres.</p> <p>A. Students explain connections among setting, plot, theme, and characterization.</p>	<p>2. Students understand literary texts.</p> <p>7.A.R.2.1 Students identify connections between characters and plot in a story.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students connect a character to the plot by identifying why the character behaved in a particular way.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify connections between characters and plot in a story. Ex. Given a character from a familiar story and two events from the story (John went to the store; John likes his friends), students connect the character to the correct event.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify a character and an event from the story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to presented connections between characters and plot in a story.</p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p>B. Students understand the use of elements of fiction such as point of view, characterization, and irony to achieve author's purpose.</p>	<p>7.A.R.2.2 Students identify author's purpose such as "to tell a funny story" or "to make me feel sad" given teacher-provided choices.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify events from a story that give clues to an author's purpose.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify author's purpose such as "to tell a funny story" or "to make me feel sad" given teacher-provided choices. Ex. Given a story about a boy whose dog dies and a choice of two purposes (to make me feel sad, to scare me), students select the purpose that fits the given story.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a representation of a feeling to a teacher-presented story.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the identification of the author's purpose such as "to tell a funny story" or "to make me feel sad" given teacher-provided choices.</p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p>3. Students demonstrate understanding of informational texts.</p> <p>A. Students understand organizational patterns in expository texts such as cause and effect, compare and contrast, chronology, and supporting details.</p>	<p>3. Students understand informational texts.</p> <p>7.A.R.3.1 Students identify the chronology of events as an organizational pattern in an informational text using a teacher-provided graphic organizer (i.e., timeline).</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify the chronology of events as an organizational pattern in an informational text using a graphic organizer (i.e., timeline). Ex. Students identify if events are chronological or not.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify the chronology of events as an organizational pattern in an informational text using a teacher- provided graphic organizer (i.e., timeline). Ex. Given a book about how to grow flower and pictures representing steps, students identify the correct order of first, next, and next.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students order simple events using a teacher-provided graphic organizer.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the identification of the chronology of events us an informational text using a teacher-provided graphic organizer.</p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p>B. Students interpret technical data in a variety of formats.</p>	<p>7.A.R.3.2 Students identify data on a graphic/tactile representation related to shared informational text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify and explain data on a graphic/tactile representation related to shared informational text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify data on a graphic/tactile representation related to shared informational text. Ex. Given a chart with two columns, one showing a number of flowers and the other showing a number of trees, students identify which has more.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match requested information presented on a graphic/tactile representation to given information.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the identification of data on a graphic/tactile representation related to a shared informational text.</p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p>C. Students conduct research using multiple resources such as atlases, globes, encyclopedias, indexes, and technical manuals.</p> <p>D. Students are familiar with a variety of informational modes such as public documents, print news media, Internet websites, biographies, and interviews.</p>	<p>7.A.R.3.3 Students identify information from an interview.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students choose the topic of an interview given three choices.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify information from an interview. Ex. Given an interview provided by the teacher with a fellow student, students identify one idea presented in the interview (Mary likes to ride a bike).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students participate in an interview of a student or teacher.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to an interview of a student or teacher.</p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p>E. Students understand word choice and arguments that convey author's point of view.</p>	<p>Addressed in 7.A.R.2.2</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i></p> <p>Addressed in 7.A.R.2.2</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i></p> <p>Addressed in 7.A.R.2.2</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i></p> <p>Addressed in 7.A.R.2.2</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i></p> <p>Addressed in 7.A.R.2.2</p>

**Wyoming Reading Academic Content Standard and Academic Benchmarks
Grade 8**

CONTENT STANDARD 1. <u>READING</u>		
Students use the reading process to demonstrate understanding of literary and informational texts.		
ACADEMIC CONTENT STANDARD 1. <u>READING</u>		
Students demonstrate understanding of literary and informational texts.		
Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.</p> <p>A. Students use word origins, context clues, and personal connections to develop vocabulary and understand grade-level appropriate technical and subject specific terms.</p>	<p>1. Students understand that text has meaning.</p> <p>8.A.R.1.1 Students use teacher-provided clues in a story to identify the meaning of a new word to build an appropriate vocabulary.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use clues in a story to identify the meaning of a new word.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students use teacher-provided clues in a story to identify the meaning of a new word to build an appropriate vocabulary. Ex. Given the new word <i>silly</i> and two clues from the story (he acts funny, he plays tricks on people) and two choices of meaning (funny or upset), students identify a meaning for <i>silly</i>.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match a representation to a new word.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the use of clues in a story to identify the meaning of a new word.</p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p>B. Students comprehend main idea and supporting details in grade-level appropriate text.</p> <p>C. Students use strategies such as setting a purpose, predicting, cause and effect, comparing and contrasting, drawing conclusions, visualizing, and inferring to interpret and analyze text.</p>	<p>8.A.R.1.2 Students identify the sequence of two supporting details.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify the sequence of three supporting details.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify the sequence of two supporting details. Ex. Given a main idea (Mary is happy.) and two supporting details, students identify the sequence (first and next) of two supporting details (Mary received a present and then Mary showed it to her Mom.).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize a detail from the beginning or end of a presented text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the sequencing of two supporting details.</p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p>2. Students read and interpret a variety of literary texts.</p> <p>A. Students make inferences about events, setting, style, tone, mood, and meaning.</p>	<p>2. Students understand literary texts.</p> <p>8.A.R.2.1 Students identify story elements including characters, setting, events, and tone specific to a story.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine elements (characters, setting, events, tone) specific to a story.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify story elements including characters, setting, events, and tone specific to a story. Ex. Given sets of pictures associated with characters, settings, events, and tone, some of which are related to a shared story, students identify the associated characters, settings, events, or tone as requested.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify one or two elements specific to a story.</p>
		<p>Level I Students attend to the identification of elements.</p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p>B. Students understand and identify significant literary elements such as author's purpose and style, point of view, symbolism, dialect, figurative language (metaphor, simile, personification), flashback, foreshadowing, and common themes.</p>	<p>8.A.R.2.2 Students identify a simile in a story.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students independently identify a simile in the text or explain a simile. Ex. Students explain the meaning of: 'the boy swam like a fish.'</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify a simile in a story. Ex. Given a simile from a story (the boy ran as fast as a horse) and pictures, students match two pictures (one of a boy running and one of a horse galloping) which represent a simile.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match two pictures which have the same meaning. Ex. Given pictures and asked to match representations of <i>fast</i>, students match a picture of boy running and a horse galloping.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the identification of a simile.</p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p>3. Students read and demonstrate understanding of informational texts.</p> <p>A. Students conduct research using multiple resources.</p> <p>D. Students are familiar with a variety of informational texts modes such as documentaries, essays, interviews, speeches, newspapers, and Internet websites.</p>	<p>3. Students understand informational texts.</p> <p>8.A.R.3.1 Students gather research from two familiar sources of informational texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students gather information from more than two sources of informational texts.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students gather research from two familiar sources of informational texts. Ex. Given a self-selected topic of interest (ice cream) and two familiar sources of information (a graphic representation of classmates favorite flavors and a informational book on ice cream), students gather one piece of information from each source (more students like chocolate and ice cream is made from milk).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize a name or event from an informational resource.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the presentation of research from two familiar sources of informational texts.</p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p>B. Students analyze data or make generalizations based on explicitly stated information.</p> <p>C. Students support conclusions with facts and/or citations.</p>	<p>8.A.R.3.2 Students differentiate important from irrelevant information.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify important and irrelevant information from a short text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students differentiate important from irrelevant information. Ex. Given two ideas from a text about types of trees, students identify which idea is important (certain types of trees grow in Wyoming) and which is irrelevant (a tree is big).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match two related pieces of information from a shared informational text.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to a task identifying information as important or irrelevant.</p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p>E. Students summarize and paraphrase information in chronological, sequential, or logical order.</p>	<p>8.A.R.3.3 Students retell information in sequential order or order of importance.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students retell information in sequential order and other information in order of importance.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students retell information in sequential order or order of importance. Ex. Given three steps for making a graph, students sequentially order the three steps of information.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify important information give a topic and two pieces of information (one important and one not important). Ex. Given a topic and two pieces of info, students choose the most important piece of information.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the retelling of information in sequential order or order of importance.</p>

**Wyoming Reading Academic Content Standard and Academic Benchmarks
Grade 11**

CONTENT STANDARD 1. <u>READING</u>		
Students use the reading process to demonstrate understanding of literary and informational texts.		
ACADEMIC CONTENT STANDARD 1. <u>READING</u>		
Students demonstrate understanding of literary and informational texts.		
Grade 11 Benchmark	Grade 11 Academic Benchmark	Levels of Complexity
<p>1. Students use the reading process to demonstrate understanding of literary and informational texts.</p> <p>A. Students demonstrate understanding in their reading of grade appropriate texts based on a variety of text features such as evidence presented, text format, and use of language including:</p> <p>1. Literal comprehension (main idea, summarizing, and paraphrasing) and;</p> <p>2. Inferential comprehension (prediction, cause/effect, compare/contrast, drawing conclusions).</p>	<p>1. Students know that text has meaning.</p> <p>11.A.R.1.1 Students identify main idea and summarize a familiar text.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify main idea, supporting details, and summarize a familiar text.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify main idea and summarize a familiar text. Ex. Given a familiar story and three possibly summaries, students select the correct summary.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students recognize the main idea or summary of a familiar text given two choices. Ex. Given two choices, students select the main idea or summary as presented.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the presented main idea and summary of text.</p>

Grade 11 Benchmark	Grade 11 Academic Benchmark	Levels of Complexity
<p>B. Students use a range of strategies (using word origins; understanding multiple meanings; inferring meaning from context; inferring literal, figurative, and technical meanings; understanding technical and subject-specific words; interpreting allusions, such as to mythology or American and British literary works) to develop vocabulary.</p>	<p>11.A.R.1.2 Students identify words with multiple meanings to build an appropriate vocabulary.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students use multiple meaning words in sentences, words, symbols or logos to express an idea.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify words with multiple meanings to build an appropriate vocabulary. Ex. Given a multiple-meaning word and a picture, word, or object representing two of those meanings, matches the correct meanings.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students match the correct meaning of a multiple-meaning word to a picture, word or object representing one of the meanings.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to definitions of multiple-meaning words.</p>

Grade 11 Benchmark	Grade 11 Academic Benchmark	Levels of Complexity
<p>2. Students demonstrate an understanding of literary texts.</p> <p>A. Students read a variety of literary genres from American literature and various world cultures and understand the defining characteristics of these literary texts and the relationship between literature and the historical period, culture, and societal context, such as the influence of literary works on political events.</p> <p>B. Students understand elements of literature including:</p> <p>1. Character development</p>	<p>2. Students understand literary texts.</p> <p>11.A.R.2.1 Students identify story elements including characters, setting, and tone specific to a story and main idea or sequence of key events in a variety of literary texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students identify story elements including characters, setting, and tone specific to a story and main idea and sequence of key events.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify story elements including characters, setting, and tone specific to a story and main idea or sequence of key events in a variety of literary texts. Ex. Given sets of pictures associated with characters, settings, events, tone, and events some of which are related to a shared story, students identify the associated characters, settings, events, tone, and sequence events.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students identify three elements including characters, setting, tone or events from a story.</p>

<p>(character's actions, beliefs, motives, reactions, and feelings);</p> <p>2. Point of view including underlying author's purpose;</p> <p>3. Setting including historical/cultural context;</p> <p>4. Universal themes including the philosophical assumptions and underlying beliefs of authors' work; and</p> <p>5. Complex elements of plot development including time and sequence elements such as flashback and foreshadowing.</p>		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i></p> <p>Students attend to story elements including characters, setting, and tone specific to a story and main idea or sequence of key events.</p>
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Grade 11 Benchmark	Grade 11 Academic Benchmark	Levels of Complexity
<p>C. Students understand the use of a range of complex literary devices/techniques to accomplish author's purpose:</p> <ul style="list-style-type: none"> ▪ Symbolism ▪ Mood/tone ▪ Allusion ▪ Figurative language ▪ Analogy ▪ Exaggeration ▪ Archetypes <p>D. Students use the language and perspectives of literary criticism to evaluate literary works.</p>	<p>11.A.R.2.2 Students identify author's purpose such as "to tell a funny story," "to make me laugh" or "to teach me about bees" given teacher-provided choices.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students determine author's purpose such as "to tell a funny story," "to make me laugh" or "to teach me about bees."</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students identify author's purpose, such as "to tell a funny story," "to make me laugh" or "to teach me about bees" given teacher-provided choices.</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students choose a purpose of a story from two teacher-provided choices.</p>
		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to the identification of a purpose of a story.</p>

Grade 11 Benchmark	Grade 11 Academic Benchmark	Levels of Complexity
<p>3. Students demonstrate understanding of informational text.</p> <p>A. Students read a variety of information genres (e.g., documentaries, speeches, public documents, print news media, Internet, Web sites, electronic databases, microfiche, almanacs, news) and can:</p> <ol style="list-style-type: none"> 1. Explain author’s intent 2. Evaluate for accuracy, relevance, and bias; and 3. Make generalizations and inferences based on implicit and explicit information. <p>B. Students conduct research using a variety of</p>	<p>3. Students understand informational texts.</p> <p>11.A.R.3.1 Students gather research from three provided familiar sources of informational texts.</p>	<p>Level IV <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> Students gather research from three familiar sources of informational texts.</p>
		<p>Level III <i>Students consistently perform in several familiar settings.</i> Students gather research from three provided familiar sources of informational texts. Ex. Given a self-selected topic of interest (ice cream) and three familiar sources of information (a graphic representation of classmates’ favorite flavors, an informational book on ice cream, and a news article about dairy products), students gather one piece of information from each source (more students like chocolate; ice cream is made from milk; Wyoming has cows.).</p>
		<p>Level II <i>Students require external support and multiple prompts in limited familiar settings.</i> Students use informational text to select information of interest.</p>

<p>grade appropriate sources and can:</p> <ol style="list-style-type: none"> 1. Synthesize relevant data through note-taking and questioning and 2. Analyze and interpret technical data, written directions; and technical manuals. <p>C. Students use a process to apply research strategies including:</p> <ol style="list-style-type: none"> 1. Developing a plan for research; 2. Collecting information to narrow and develop a topic; and 3. Using information to support a thesis. 		<p>Level I <i>Students require external support and multiple prompts in a structured setting.</i> Students attend to research from three provided familiar sources of informational texts.</p>
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