

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

<b>CONTENT STANDARD 1. <u>WRITING</u></b> <b>Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b>		
<b>ACADEMIC CONTENT STANDARD 1. <u>WRITING</u></b> <b>Students apply writing skills to communicate.</b>		
Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<b>1. Students apply writing skills to plan, draft, revise, and publish writing.</b>  <b>A. Students use phonemic awareness, letter-sound knowledge, letter formation, and directionality of print to express ideas.</b>	<b>1. Students apply writing skills.</b>  <b>K.A.W.1.1 Students write marks which correspond to provided marks to guide the use of directionality of print.</b>	<b>Level IV</b> <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> <b>Students write marks on a line across a page to guide the use of directionality of print.</b>
		<b>Level III</b> <i>Students consistently perform in several familiar settings.</i> <b>Students write marks which correspond to provided marks to guide the use of directionality of print.</b> Ex. Given paper with 3 marks across a page, students write their own mark over the provided mark.
		<b>Level II</b> <i>Students require external support and multiple prompts in limited familiar settings.</i> <b>Students match a teacher provided mark to guide the use of directionality of print.</b>
		<b>Level I</b> <i>Students require external support and multiple prompts in a structured setting.</i> <b>Students attend to intentional movement to produce graphics.</b>

Kindergarten Benchmark	Kindergarten Academic Benchmark	Levels of Complexity
<p><b>B. Students know some dominant sounds in words.</b></p>	<p><b>K.A.W.1.2 Students recognize two sounds as the same or different.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students identify two sounds that are the same and two sounds that are different.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students recognize two sounds as the same or different.</b>            Ex. Students show awareness that two presented sounds are different vs. the same such as <i>clapping</i> and a dog <i>barking</i>.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students recognize that two sounds are the same.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the presentation of different sounds made by familiar objects or events.</b>            Ex. Students attend to laughter, clapping or singing.</p>

Kindergarten Benchmarks	Kindergarten Academic Benchmarks	Levels of Complexity
<p><b>2. Students write a variety of expressive and expository pieces by drawing pictures and telling about them, including pictures of "real-world" events and ideas.</b></p>	<p><b>2. Students write expressive and expository pieces.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students select pictures/representations of "real-world" ideas and tell a story about them.</b>            Ex. Students select from provided pictures to tell a story when directed, "You chose the pictures/objects about shopping. Tell a story about shopping."</p>
	<p><b>K.A.W.2.1 Students express a story give pictures and/or representations of "real world" events.</b></p>	<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students express a story given pictures and/or representations of "real-world" events.</b>            Ex. Students tell a story using provided pictures when asked, "Use these pictures/object box to tell a story about our trip to the park."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students select pictures/objects that represent an experienced "real-world" event.</b>            Ex. Students select a picture that matches the statement, "Which of these is where we went yesterday?"</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a story about experienced "real-world" events and ideas.</b></p>

**Wyoming Writing Academic Content Standards  
Grade 1**

<b>CONTENT STANDARD 1. <u>WRITING</u></b> <b>Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b>		
<b>ACADEMIC CONTENT STANDARD 1. <u>WRITING</u></b> <b>Students apply writing skills to communicate.</b>		
Grade 1 Benchmark	Grade 1 Academic Benchmark	ALTERNATE BENCHMARKS Levels of Complexity
<b>1. Students apply writing skills to plan, draft, revise, and publish writing.</b>  <b>A. Students write on a topic to communicate ideas.</b>	<b>1. Students apply writing skills.</b>  <b>1.A.W.1.1. Students write capital or small letter forms of letters.</b>	<b>Level IV</b> <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> <b>Students write capital and small letter forms of the same letters.</b>
		<b>Level III</b> <i>Students consistently perform in several familiar settings.</i> <b>Students write capital or small letter forms of letters.</b>
		<b>Level II</b> <i>Students require external support and multiple prompts in limited familiar settings.</i> <b>Students match small letter forms to small letter forms and capital letter forms to capital letter forms.</b>
		<b>Level I</b> <i>Students require external support and multiple prompts in a structured setting.</i> <b>Students attend to written forms of letters.</b>

Grade 1 Benchmark	Grade 1 Academic Benchmark	ALTERNATE BENCHMARKS Levels of Complexity
<p><b>1. Students apply writing skills to plan, draft, revise, and publish writing.</b></p> <p><b>A. Students write on a topic to communicate ideas.</b></p>	<p><b>1. Students apply writing skills.</b></p> <p><b>1.A.W.1.2 Students communicate ideas using words, pictures, symbols, objects and/or logos.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students communicate an idea by pairing pictures, symbols, objects and/or words.</b>            Ex. Students pair symbols for write and crayon to request something with which to write.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students communicate ideas using words, pictures, symbols, objects, and/or logos.</b>            Ex. Students select a picture of a cup to request a drink.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students make a choice between two items using symbols, pictures, or objects.</b>            Ex. Students make a choice using pictures when asked, "Do you want juice or milk?"</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a picture, symbol, object and/or word paired with a familiar item.</b></p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p><b>B. Students begin to demonstrate awareness of openings and closings.</b></p>	<p><b>1.A.W.1.3 Students use greetings and closings when communicating with others.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students express stories that begin with an opening.</b>            Ex. Students express the beginning of the story such as, "At home..." or "Today at school..."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use greetings and closings when communicating with others.</b>            Ex. Students express "hello" and "good-bye."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students use greetings or closings when communicating with others.</b>            Ex. Students express "hello" or "good-bye."</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students respond to greetings and/or closings.</b></p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p><b>C. Students use the term 'voice' to explain writing.</b></p>	<p><b>1.A.W.1.4 Students use feelings to represent voice.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use feelings to represent voice in writing through words, pictures, symbols, and/or objects.</b>            Ex. Students pair pictures, symbols, text, and/or objects to express a feeling/emotion such as "happy girl."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use feelings to represent voice.</b>            Ex. Students express feelings/emotions with pictures, symbols, words, and/or objects.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students select a picture, symbol, word, or object to communicate how they are feeling.</b>            Ex. Students select from pictures representing happy, sad, lonely, excited after hearing a story.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students respond to a situation conveying a feeling.</b></p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p><b>D. Students write simple sentences.</b></p>	<p><b>1. A.W.1.5 Students pair more than one word, picture, symbol, object, and/or logo to communicate ideas.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students pair more than one word, picture, symbol, object, and/or logo to communicate a complete idea.</b>            Ex. Students pair words and pictures to communicate, "I like movies."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students pair more than one word, picture, symbol, object, and/or logo to communicate ideas.</b>            Ex. Students pair a symbol and picture to communicate, "Want movie."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students select a picture, symbol, word, or object to communicate a thought/idea.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the association of a picture, symbol, object, and/or word with a familiar item.</b></p>



Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p><b>E. Students capitalize the first word of a sentence, names of people, and the pronoun 'I'.</b></p>	<p><b>1.A.W.1.6 Students pair a small letter with the corresponding capital letter.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students pair two or more small letters with the corresponding capital letter.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students pair a small letter with the corresponding capital letter.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a small letter with the corresponding capital letter given a model of the same letter.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to pairing small letters with their corresponding capital letters.</b></p>

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<p><b>F. Students conclude sentence with proper punctuation such as a period, exclamation point, or question mark.</b></p>	<p><b>1.A.W.1.7 Students identify the beginning or ending of their ideas.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students identify the beginning and ending of their ideas.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students identify the beginning or ending of their ideas.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match the beginning or ending of their ideas to a presented beginning or ending.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the beginning or ending of presented ideas.</b></p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p><b>G. Students apply basic phonological principles to spell words including beginning and ending consonant sounds and easy to hear vowel sounds.</b></p>	<p><b>1.A.W.1.8 Students apply spelling skills by identifying a letter of their first name given two letters.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students apply spelling skills to their first name.</b>            Ex. Students identify and name a letter from their first name.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students apply spelling skills by identifying a letter of their first name given two letters.</b>            Ex. Given a set of two letters, students select a letter from their first name.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students recognize their own name in print given their name and a picture or representation of themselves.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students respond to their own name.</b></p>

Grade 1 Benchmark	Grade 1 Academic Benchmark	Levels of Complexity
<p><b>2. Students write a variety of expressive and expository pieces.</b></p> <p><b>A. Students create simple lists.</b></p> <p><b>B. Students share real-life experiences in writing.</b></p>	<p><b>2. Students write expressive and expository pieces.</b></p> <p><b>2.A.W.2.1 Students select pictures/representations of "real-life" experiences to express a story.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students make simple lists of items related to a "real life" experience to express stories.</b>            Ex. Students make a simple list of items needed for a field trip to the library.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students select pictures/representations of "real-life" experiences to express a story.</b>            Ex. Students select pictures when asked by the teacher, "You choose the picture/object box about shopping. Tell a story about going shopping."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match pictures and/or objects to presented stories, pictures, and or representations of "real-life" experiences.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to pictures/objects that represent "real-life" experiences.</b></p>

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

<b>CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b> <b>ACADEMIC CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students apply writing skills to communicate.</b>		
Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<b>1. Students apply writing skills to plan, draft, revise, and publish writing.</b>  <b>A. Students use prewriting to plan their writing.</b>	<b>1. Students apply writing skills.</b>  <b>2.A.W.1.1 Students choose a topic for their writing given teacher-provided choices.</b>	<b>Level IV</b> <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> <b>Students choose a topic for their writing.</b>
		<b>Level III</b> <i>Students consistently perform in several familiar settings.</i> <b>Students choose a topic for their writing given teacher-provided choices.</b> Ex. Students choose a topic when asked, "Do you want to write about cars or the playground?"
		<b>Level II</b> <i>Students require external support and multiple prompts in limited familiar settings.</i> <b>Students identify details related to a given topic.</b> Ex. Students identify a related detail from a choice of two when asked, "You are writing about cars. Which of these is about a car?"
		<b>Level I</b> <i>Students require external support and multiple prompts in a structured setting.</i> <b>Students attend to pictures, symbols, words, and/or objects related to a topic for writing.</b>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p><b>B. Students capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</b></p>	<p><b>2.A.W.1.2 Students capitalize the first letter of a sentence and the first letter of their name.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students capitalize the first letter of a sentence and a name.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students capitalize the first letter of a sentence and the first letter of their name.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students capitalize the first letter of their name given a model.</b>            Ex. Given their name in writing, students match a capital letter to the capitalized letter of their name.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the first letter of a sentence and/or the first letter of their name.</b></p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p><b>C. Students apply sound-symbol relationships to spelling.</b></p>	<p><b>2.A.W.1.3 Students apply spelling skills to their first and last name.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students spell their first name and apply spelling skills to their last name.</b>            Ex. Students select a stamp with first name spelled correctly.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students apply spelling skills to their first and last name.</b>            Ex. Students select a stamp of the first letter of their first name and another stamp with the first letter of their last name.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students apply spelling skills to their first name.</b>            Ex. Students match a stamp of the first letter of their name to a presented model.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to their own name in print.</b></p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p><b>D. Students use grade-level appropriate conventions of spelling high frequency words, mechanics, punctuation, grammar, and usage in written work such as series commas, subject-verb agreement, appropriate verb tense, singular and plural nouns, and use of adjectives.</b></p>	<p><b>2.A.W.1.4 Students create simple sentences.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students create simple sentences with correct use of beginning capitalization and/or end punctuation.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students create simple sentences.</b>            Ex. Students write the sentence, "I run."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students pair two presented words, pictures, symbols, or objects to create a simple sentence.</b>            Ex. Given a picture of a dog and a picture of a dog jumping, students pair the two presented word to express, "The dog is jumping."</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a presented simple sentence.</b></p>



Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p><b>E. Students use strategies to draft and revise written work such as focusing on one topic; maintaining consistent focus; using elements of a specific genre; checking for clarity, content, organization, and relevant, and descriptive details.</b></p>	<p><b>2.A.W.1.5 Students write a topic.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write about a topic using a simple sentence.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a topic.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a word, picture, symbol, or logo to a presented topic.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a presented topic.</b></p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p><b>F. Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, spelling, and sentence structure; sharing final copy with others; and using available technology to publish work.</b></p>	<p><b>2.A.W.1.6 Students identify the location of end punctuation (period) at the end of a simple sentence.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students identify and provide the correct location of end punctuation (period) and at the end of a simple sentence.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students identify the location of end punctuation (period) at the end of a simple sentence.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a period to a period at the end of a presented, simple sentence.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the matching of a period to the period at the end of a presented, simple sentence.</b></p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p><b>2. Students write a variety of expressive and expository pieces.</b></p> <p><b>A. Students create lists and maintain writing journals.</b></p> <p><b>D. Students create and share information using lists, posters, and personal experience reports.</b></p>	<p><b>2. Students write expressive and expository pieces.</b></p> <p><b>2.A.W.2.1 Students sort pictures, symbols, and/or objects into provided lists.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students sort pictures, symbols, and/or objects into their own lists.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students sort pictures, symbols, and/or objects into provided lists.</b>            Ex. Given a set of pictures of animals and a set of pictures of places and two labeled lists, students sort the pictures.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students select pictures given two categories into a provided, labeled list.</b>            Ex. Given pictures of things to eat and vehicles and a list labeled with a food item, students select pictures of food for the list.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to pictures sorted into provided lists.</b></p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p><b>B. Students write descriptive sentences.</b></p>	<p><b>2.A.W.2.2 Students write a descriptive idea by pairing pictures, symbols, words, objects, and/or logos.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write a descriptive idea by pairing more than one picture, symbol, word, and/or object to create a descriptive sentence.</b>            Ex. Students write, "I like funny movies."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a descriptive idea by pairing pictures, symbols, words, objects, and/or logos.</b>            Ex. Students pair a card showing the color yellow and a pencil to show: "yellow pencil."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students select a picture, symbol, word, or object to describe.</b>            Ex. When given ice and a picture representing cold and a picture representing hot, students select the correct picture when asked, "Is this ice hot, or is it cold?"</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to presented descriptive ideas which pair pictures, symbols, words, objects and/or logos.</b></p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p><b>C. Students write a simple story with a beginning, middle, and end.</b></p>	<p><b>2.A.W.2.3 Students write a sequenced story, including a beginning and ending.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write a sequenced story, including a beginning, middle, and ending.</b>            Ex. Students write, "I had breakfast. I brushed my teeth. The bus came."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a sequenced story, including a beginning and ending.</b>            Ex. Students write, "I get up. I eat."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write a story with two events.</b>            Ex. Students write, "I run. She run." Using a schedule, students write, "First math. Next read."</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to pictures, symbols, words, and/or objects to follow a schedule.</b></p>

Grade 2 Benchmark	Grade 2 Academic Benchmark	Levels of Complexity
<p><b>E. Students give relevant feedback about others' written work by restating facts, asking questions, and making comments.</b></p>	<p><b>2.A.W.2.4 Students provide relevant feedback about others' written work by using pictures, symbols, words, and/or objects to generate comments.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students provide relevant feedback about others' written work by using pictures, symbols, words, and/or objects to generate descriptive comments.</b>            Ex. Students comment, "It was funny."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students provide relevant feedback about others' written work by using pictures, symbols, words, and/or objects to generate comments.</b>            Ex. Students comment, "I like it."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students give relevant feedback about others' written work by responding to yes/no questions.</b>            Ex. Students respond to: "Did you like the story? Select yes or no."</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to feedback about others' expressed ideas.</b></p>

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

<b>CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b> <b>ACADEMIC CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students apply writing skills to communicate.</b>		
Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<b>1. Students apply writing skills to plan, draft, revise, and publish writing.</b>  <b>A. Students use strategies to arrive at an idea.</b>	<b>1. Students apply writing skills.</b>  <b>3.A.W.1.1 Students select an idea/topic presented with several choices.</b>	<b>Level IV</b> <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> <b>Students generate a simple idea/topic for writing or to represent using words, pictures, symbols, objects, and/or logos.</b> Ex. Students generate an idea or topic for writing when asked, "What do you want to write about?"
		<b>Level III</b> <i>Students consistently perform in several familiar settings.</i> <b>Students select an idea/topic presented with several choices.</b> Ex. Students select a topic when asked, "Do you want to write about cars, dogs, or shopping?"
		<b>Level II</b> <i>Students require external support and multiple prompts in limited familiar settings.</i> <b>Students choose a simple idea/topic when presented with two choices.</b>

		<b>Level I</b> <i>Students require external support and multiple prompts in a structured setting.</i> <b>Students attend to pictures, symbols, words, and or objects to express a thought/idea.</b>
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Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>B. Students write a paragraph with simple topic sentence and supporting details.</b></p>	<p><b>3.A.W.1.2 Students write a topic sentence.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use pictures, symbols, words, and or objects to create a simple topic sentence and a supporting detail.</b>            Ex. Students create a simple topic sentence and a supporting detail using words and pictures such as, "Dogs are pets. Dogs play catch."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a topic sentence.</b>            Ex. Students write a topic sentence using pictures and words such as, "Dogs are pets," or "Park fun."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students express a detail related to a given topic.</b>            Ex. When given the topic of "Dogs", students express a detail using a picture such as color or an action such as run, catch, eat, and sleep.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend pictures, symbols, words, and or objects related to a topic and/or details about a topic.</b></p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>C. Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.</b></p>	<p><b>3.A.W.1.3 Students use voice in writing.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write simple sentences that use voice.</b>            Ex. Students write a simple sentence such as, "He was sad."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use voice in writing.</b>            Ex. Students pair pictures, symbols, text, and/or objects to express a feeling/emotion (e.g., "happy girl").</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students use appropriate voice or affect for a situation or in communications.</b>            Ex. Students express feelings/emotions with pictures, symbols, words, and/or objects, or physical response.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to appropriate affect for a situation.</b></p>

BENCHMARK GRADE 3	ALTERNATE BENCHMARK	ALTERNATE BENCHMARKS Levels of Complexity
<p><b>C. Students write a variety of grammatically correct sentences and recognize voice in their own and others' writing.</b></p>	<p><b>3.A.W.1.4 Students write simple sentences.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write simple, longer sentences.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write simple sentences.</b>            Ex. Students write, "I like school."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write an idea.</b>            Ex. Students write, "school fun."</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to simple sentences.</b></p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>D. Students use grade-level-appropriate conventions of spelling, mechanics, punctuation, grammar, and usage such as use of pronouns, use of articles, capitalization of holidays or historical periods, and use of commas with city and state, in dates, and in addresses.</b></p>	<p><b>3.A.W.1.5 Students use a capital letter at the beginning of a sentence and use a period at the end of a sentence.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use a capital letter at the beginning of a sentence and use a period or other end punctuation at the end of a sentence.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use a capital letter at the beginning of a sentence and use a period at the end of a sentence.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a capital letter at the beginning of a provided sentence and match a period at the end of a sentence.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to matching a capital letter at the beginning of a provided sentence and matching a period at the end of a sentence.</b></p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>E. Students use strategies to draft and revise writing such as focusing on one topic; using elements of a specific genre; and checking for clarity, organization, and descriptive details.</b></p>	<p><b>3.A.W.1.6 Students use descriptive words, pictures, symbols, and/or objects in their writing.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use descriptive words and phrases, pictures, symbols and/or objects in their writing.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use descriptive words, pictures, symbols and/or objects in their writing.</b>            Ex. Students use descriptive words in their writing when asked, "The story we are writing is about dogs. What kind of dog should we make it (given two choices)?"</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students pair more than one picture, symbol, word, and/or object to communicate a descriptive thought/idea.</b>            Ex. Students pair pictures for happy and teacher to express "happy teacher."</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a pairing of more than one picture, symbol, word, and/or object to communicate a descriptive thought/idea.</b></p>

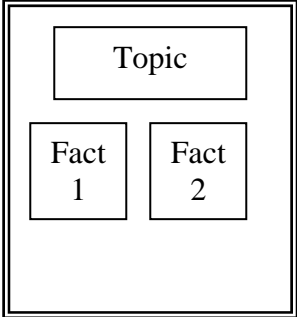
Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>F. Students use strategies to edit and publish written work such as editing for conventions, sharing final copy with others, and using available technologies to publish.</b></p>	<p><b>3.A.W.1.7 Students share written products with others.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students share and communicate written products with others.</b>            Ex. Students display and discuss a poster they made about a shared story.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students share written products with others.</b>            Ex. Students display a schedule they have written to show their morning activities.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students revisit their own products.</b>            Ex. Students look at a calendar showing days of attendance when displayed by the teacher.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to others sharing/communicating about products.</b></p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>G. Students use various tools to improve writing and vocabulary such as thesaurus, dictionary, and technology.</b></p>	<p><b>3.A.W.1.8 Students use new vocabulary in their writing by selecting words, symbols, pictures, and/or objects from a provided categorized word bank.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use new vocabulary in their writing by selecting words, symbols, pictures, and/or objects from a provided word bank.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use new vocabulary in their writing by selecting words, symbols, pictures, and/or objects from a provided categorized word bank.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students use new vocabulary in their writing by selecting from provided pictures, symbols, words, and/or objects.</b>            Ex. Students use a new word in their writing when asked, "Do you want to use the word 'dog' or do you want to use the word 'puppy?'"</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to new vocabulary represented by a picture, symbol, word, or object in writing.</b></p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>2. Students write a variety of expressive and expository pieces.</b></p> <p><b>A. Students write and share personal and formal letters including date, salutation, body, closing, and signature.</b></p>	<p><b>2. Students write expressive and expository pieces.</b></p> <p><b>3.A.W.2.1 Students write their signature.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students create their signature and place it on the correct part of a letter or form.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write their signature.</b>            Ex. Students use a writing utensil, keyboard, letter stamps, or name stamp to write their signature.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students identify their name.</b>            Ex. Students identify their name when presented with two names and corresponding students' pictures.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to their name.</b></p>



Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>B. Students write and share literary texts (stories, journals and poems) using grade-level-appropriate strategies such as providing a context within which action takes place, including well-chosen details to develop the plot, and providing insight into why the selected event is memorable.</b></p>	<p><b>3.A.W.2.2 Students share stories, journals, and/or poems with others.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students share and communicate stories, journals, and/or poems with others.</b>            Ex. Students show and discuss a journal they wrote about a science activity.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students share stories, journals, and/or poems for others.</b>            Ex. Students show to other students a poem they wrote about the seasons.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students revisit their own stories, journals, and/or poems.</b>            Ex. Students locate and present to the teacher a requested story they have written about a field trip.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to others sharing/communicating about stories, journals, and/or poems.</b></p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>C. Students write reports using research.</b></p>	<p><b>3.A.W.2.3 Students match a provided piece of factual information about a given topic onto a provided organizer.</b></p> 	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students organize two pieces of factual information about a given topic onto a provided organizer.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students match a provided piece of factual information about a given topic onto a provided organizer.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students identify a completed organizer about a given topic.</b>            Ex. Presented with an organizer about ramps, students identify yes or no as to whether or not the organizer shows information from their related science investigation.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to completed organizers showing related information.</b></p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>D. Students give relevant feedback by restating facts, asking questions, making comments, and drawing conclusions.</b></p>	<p><b>3.A.W.2.4 Students give relevant feedback about others' written work by using pictures, symbols, words and/or objects by generate descriptive comments.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students give relevant feedback about others' written work by using pictures, symbols, words, and/or objects by restating facts.</b>            Ex. Students communicate, "I learned dogs need food."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students give relevant feedback about others' written work by using pictures, symbols, words, and/or objects by generating descriptive comments.</b>            Ex. Students communicate, "It was funny."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students give relevant feedback about others' written work by using pictures, symbols, words, and/or objects by generating comments.</b>            Ex. Students communicate, "I like it."</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to provided feedback about others' written work.</b></p>

Grade 3 Benchmark	Grade 3 Academic Benchmark	Levels of Complexity
<p><b>E. Students write and share literary analyses, using level-appropriate strategies such as writing about what is read, and distinguishing between the structural features of the text and literary terms or elements.</b></p>	<p><b>3.A.W.2.5 Students write a response to a story in a provided reading journal.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write a response using a detail from a story in a provided reading journal.</b>            Ex. Students write a comment about a story read by the teacher and a main idea or detail from the story in a provided reading journal.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a response to a story in a provided reading journal.</b>            Ex. Students write a comment about a story read by the teacher in a provided reading journal.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a response to a story in a provided reading journal.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to shared responses to books/stories that are read to them.</b></p>

**Wyoming Writing Academic Content Standard and Academic Benchmarks  
Grade 4**

<b>CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b>		
<b>ACADEMIC CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students apply writing skills to communicate.</b>		
Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<b>1. Students apply writing skills to plan, draft, revise, and publish writing.</b>  <b>A. Students write organized paragraphs with a topic sentence and supporting details.</b>	<b>1. Students apply writing skills.</b>  <b>4.A.W.1.1 Students write an organized topic sentence using words, pictures, symbols, objects, and/or logos.</b>	<b>Level IV</b> <i>Students consistently and independently perform in unfamiliar settings.</i> <b>Students write an organized topic sentence and supporting detail using words, pictures, symbols, objects, and/or logos.</b> Ex. Students write, "Dogs make good pets. Dogs play catch."
		<b>Level III</b> <i>Students consistently perform in several familiar settings.</i> <b>Students write an organized topic sentence using words, pictures, symbols, objects and/or logos.</b> Ex. Students write, "Dogs make good pets."
		<b>Level II</b> <i>Students require external support and multiple prompts in limited familiar settings.</i> <b>Students match a detail related to a given topic using pictures, symbols, words, and or objects to match a detail related to a given topic.</b> Ex. When given the topic of "Dogs", students match a detail such as color or an action such as run, catch, eat, and sleep.
		<b>Level I</b> <i>Students require external support and multiple prompts in a structured setting.</i> <b>Students attend to a topic sentence or matching of a detail to a given topic use pictures, symbols, words, and or objects.</b>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>B. Students write sentences of various lengths.</b></p>	<p><b>4.A.W.1.2 Students write longer sentences.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students write longer, complete sentences with 4 or more words.</b>            Ex. Students write, "I want that red ball."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write longer sentences.</b>            Ex. Students write, "I eat cereal today."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students pair more than one picture, symbol, word, and/or object to communicate a thought/idea.</b>            Ex. Students pair a symbol for "want" and a picture of a "book" to communicate, "Want book."</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to how others pair more than one picture, symbol, word, and/or object to communicate a thought.</b></p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>C. Students use descriptive and original words and show evidence of voice.</b></p>	<p><b>4.A.W.1.3 Students write a descriptive feeling/emotion to express voice using words, pictures, symbols, and/or objects.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students write a sentence using a descriptive feeling/emotion to express voice using words, word phrases, pictures, symbols, and/or objects.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a descriptive feeling/emotion to express voice using words, pictures, symbols, and/or objects.</b>            Ex. Students pair the symbol for "big" with "happy" to write or express "very happy."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match descriptions or feelings/emotions with pictures, symbols, words, and/or objects.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the matching or presentation of description, feelings, or emotions with pictures, symbols, words, and select a picture, symbol, word and/or object to describe how they are feeling.</b></p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>D. Students use grade-level-appropriate convention of capitalization, mechanics, spelling, grammar and usage such as regular and irregular verbs, adverbs, prepositions, parentheses, commas in direct quotations, apostrophes in the possessive case and in contractions, and spelling high frequency words correctly.</b></p>	<p><b>4.A.W.1.4 Students write sentences using a capital at the beginning of a sentence, end punctuation, and some correct spelling.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students write simple, complete sentences using capitalization, end punctuation, some correct spelling, and description.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write sentences using a capital at the beginning of a sentence, end punctuation, and some correct spelling.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write simple, complete sentences using a capital letter at the beginning of the sentence or end punctuation.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to written simple, complete sentence using capitalization and end punctuation.</b></p>



Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>E. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus of a topic, identifying prior knowledge, and developing a plan for gathering information.</b></p> <p><b>G. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.</b></p>	<p><b>4.A.W.1.5 Students write a list of two or three topics about which to write.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students identify a topic to investigate and narrow the focus of a topic.</b>            Ex. Students identify and further define a topic when asked, "You found some facts about sports. What sport would you like to investigate?"</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a list of two or three topics about which to write.</b>            Ex. Students write a list of two topics about which to write including music and a favorite person.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students use prior knowledge to select a topic from a presented list of subjects.</b>            Ex. Students indicate the selection of a topic when asked, "Which of these do you want to learn more about?"</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to presented choice of topics.</b></p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>F. Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.</b></p>	<p><b>4.A.W.1.6 Students identify a resource used in their research.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students list a resource used in their research.</b>            Ex. Students list an encyclopedia, specific web search tool, title of book or other resource used in their research.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students identify a resource used in their research.</b>            Ex. Students identify a computer or magazine as a source used to research their topic about a favorite sport.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students provide/present a resource used in their research.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a resource used for research.</b></p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>H. Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such a word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.</b></p>	<p><b>4.A.W.1.7 Students identify an unrelated part of a message given two choices.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students locate and identify an unrelated part of a message.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students identify an unrelated part of a message given two choices.</b>            Ex. When presented with information about an activity at school and provided with two details (one related, one not related), students identify the unrelated detail.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students recognize if a detail is related to a message.</b>            Ex. When presented with information about an activity at school, students identify if a detail is related to the message about a day at school.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to details related to a message.</b></p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>I. Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and using resources to edit and proofread such as dictionaries, spell checker, and style manuals.</b></p>	<p><b>4.A.W.1.8 Students use a picture, symbol, word, classroom resource, and/or object dictionary to find the correct spelling of indicated misspelled words.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students use a picture, symbol, word, classroom resource, and/or object dictionary to edit their spelling.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use a picture, symbol, word, classroom resource, and/or object dictionary to find the correct spelling of indicated misspelled words.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students identify a resource to correct spelling and assist in using.</b>            Ex. Students identify a familiar picture dictionary to find the word "boy," and find the picture of "boy" on a presented page.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the use of classroom resources to correct spelling.</b></p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>2. Students write a variety of expressive and expository pieces.</b></p> <p><b>A. Students write and share literary analyses, using grade level-appropriate strategies such as demonstrating an understanding of the literary work, and supporting judgments through references to both the text and prior knowledge.</b></p>	<p><b>2. Students write expressive and expository pieces.</b></p> <p><b>4.A.W.2.1 Students write a response to a story and relate prior knowledge in a provided reading journal.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students write a response to a story and relate 2 examples of prior knowledge in a provided reading journal.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a response to a story and relate prior knowledge in a provided reading journal.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a response to a story to another similar response in a provided reading journal.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a presented match of a response to a story and another similar response.</b></p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>B. Students write and share literary texts (stories, plays, journals, poems, and short personal narratives), using grade level-appropriate strategies such as relating ideas, observations, or recollections of an event or experience; and providing a context to enable readers to imagine the world of the event or experience.</b></p>	<p><b>4.A.W.2.2 Students share information about a teacher-presented literary texts.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students share information and details about a teacher-presented literary text.</b>            Ex. Students express topical information about a book about sea creatures and provides details about a jellyfish.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students share information about a teacher-presented literary text.</b>            Ex. Students share the topic or details about an event or object in the text.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match information to a teacher-presented literary text.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to others sharing/communicating about teacher-presented literary.</b></p>

Grade 4 Benchmark	Grade 4 Academic Benchmark	Levels of Complexity
<p><b>C. Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating notes into a finished product; using appropriate visual aids; including facts, details, explanations, and examples; and using more than one source.</b></p>	<p><b>4.A.W.2.3 Students write a topic and one related fact onto a provided organizer given a teacher-provided subject.</b></p> <div data-bbox="619 505 911 821" data-label="Diagram"> </div>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings.</i>  <b>Students obtain and write information about a given topic using one or more resources on a provided organizer.</b>            Ex. Given text and pictures, students create informational reports.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a topic and one related fact onto a provided organizer given a teacher-provided subject.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students identify information about a given topic to be placed on a partially-completed organizer.</b>            Ex. Given a book about foods we eat, students identify information such as <i>fruits are good for you</i> to place on a provided organizer labeled with the word food and a picture of fruit.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the identification of information about a given topic to be placed on a provided organizer.</b></p>

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

<b>CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b> <b>ACADEMIC CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students apply writing skills to communicate.</b>		
Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>1. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</b></p> <p><b>A. Students use a variety of strategies to generate ideas for writing such as developing a plan, grouping related ideas, organizing information according to type and purpose, and using prior knowledge.</b></p>	<p><b>1. Students apply writing skills.</b></p> <p><b>5.A.W.1.1 Students create a list of topics about which to write.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students identify a topic to investigate by organizing information into type.</b>                      Ex. Students organize topics as important vs. not important in order to identify a topic to investigate.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students create a list of topics about which to write.</b>                      Ex. Students write a list of topics related to school, which could include: things I have learned; my friends at school; what I like to do at school.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students use prior knowledge to select a topic from a list of subjects.</b>                      Ex. Students select a topic when asked, "Which of these do you want to learn – plants or planets?"</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a presented list of writing topics.</b></p>



Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>B. Students write multi-paragraph expository compositions with details, transitions, and conclusions.</b></p>	<p><b>5.A.W.1.2 Students write an organized topic sentence and supporting details using words, pictures, symbols, objects, and/or logos.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write an organized topic sentence and three supporting details using words, pictures, symbols, objects, and/or logos.</b>            Ex. Students write an organized topic sentence and three supporting details using words and pictures such as, "Dogs make good pets. Dogs play catch. Dogs are friendly. Dogs make me happy."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write an organized topic sentence and a supporting detail using words, pictures, symbols, objects, and/or logos.</b>            Ex. Students write an organized topic sentence and supporting details using pictures and symbols such as, "Dogs make good pets. Dogs play catch."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write a detail sentence using words, pictures, symbols, and/or objects.</b>            Ex. Students write a detail sentence using pictures such as, "Dogs play catch."</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the presentations of sentences with details.</b></p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>C. Students use meaningful word choice, evidence of voice, and sentence fluency.</b></p>	<p><b>5.A.W.1.3 Students write a sentence with a descriptive feeling as evidence of voice.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write a longer sentence with a descriptive feeling as evidence of voice.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a sentence with a descriptive feeling as evidence of voice.</b>            Ex. Students write a sentence including the feeling “really mad” expressed by pairing the symbol <i>big</i> with <i>mad</i>.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students express descriptions or feelings/emotions with pictures, symbols, words, and/or objects.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to how others express feelings or emotions.</b></p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>D. Students use grade level-appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as prepositional phrases, appositives, independent and dependent clauses, conjunctions, often misused verbs such as lay and lie, and use colon to separate hours and minutes.</b></p>	<p><b>5.A.W.1.4 Students write simple, complete sentences using capitalization, spelling, and end punctuation.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write complete sentences using capitalization, spelling, pronouns, conjunctions, and end punctuation.</b>            Ex. Students write, "He likes apples and cookies."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write simple, complete sentences using capitalization, spelling, and end punctuation.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write simple sentences using capitalization, spelling or end punctuation</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to presentation of simple, complete sentences.</b></p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>A. Students use strategies to revise writing such as producing multiple drafts.</b></p>	<p><b>5.A.W.1.5 Students locate an unrelated part in a message.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students locate and replace an unrelated detail in a message with a related detail.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students locate an unrelated part in a message.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students replace an identified unrelated detail with a presented related detail.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a shared message.</b></p>

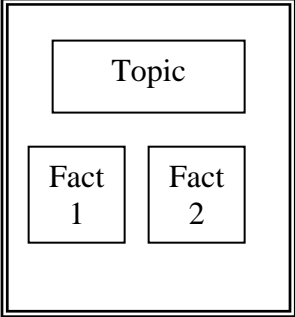
Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>F. Students utilize strategies to edit and publish written work and use various tools to improve writing and vocabulary such as a thesaurus, dictionary, reference materials, and technology.</b></p>	<p><b>5.A.W.1.6 Students use new vocabulary in their writing by using lists of categorized words, pictures, symbols, objects, and/or logos.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use new vocabulary in their writing by using a picture, symbol, word, and/or object dictionary.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use new vocabulary in their writing by using lists of categorized words, pictures, symbols, objects, and/or logos.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students use new vocabulary in their writing by choosing between two presented words, pictures, symbols, objects, and/or logos.</b>            Ex. Given the opposite words <i>small</i> and <i>large</i>, students select and use in their writing the word to describe the size of a plant used in a science experiment.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the use of lists to find new vocabulary to use in writing.</b></p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>2. Students write a variety of expressive and expository pieces.</b></p> <p><b>A. Students write and share literary analyses, using grade level-appropriate strategies such as:</b></p> <ol style="list-style-type: none"> <li><b>1. Summarizing main ideas and significant details;</b></li> <li><b>2. Using examples from the text, other works, and prior knowledge or experience;</b></li> <li><b>3. Relating own ideas to supporting details; and</b></li> <li><b>4. Developing interpretation based on careful reading.</b></li> </ol>	<p><b>2. Students write expressive and expository pieces.</b></p> <p><b>5.A.W.2.1 Students write a simple book or story report using an example from the text or storytelling.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write a simple book or story report by retelling and using examples from the text or storytelling.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a simple book or story report using an example from the text or storytelling.</b>            Ex. Students write a simple book report and include the title, main idea, and a comment about a presented book.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students identify a simple report that matches a book or story.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to related reports and book or stories.</b></p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>B. Students write and share literary texts (personal narratives, journals, poetry, fictional stories) using level-appropriate strategies such as:</b></p> <ol style="list-style-type: none"> <li><b>1. Developing a clear story line in sequence;</b></li> <li><b>2. Using descriptive words and phrases; and</b></li> <li><b>3. Developing character, setting, and plot.</b></li> </ol>	<p><b>5.A.W.2.2 Students share a simple report about a presented literary text.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students share and communicate a report about a presented literary text.</b>            Ex. Students display and communicate three related ideas about a shared piece of fiction to other students.</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students share a simple report about a presented literary text.</b>            Ex. Students display and make a comment about a simple picture and text report based on a shared piece of fiction to other students.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match information to a presented literary text.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to others sharing/communicating about stories, plays, journals, and/or poems.</b></p>

Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>C. Students summarize and paraphrase.</b></p>	<p><b>5.A.W.2.3 Students write an important piece of information based on a presented resource.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write two important pieces of information based on a presented resource.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write an important piece of information based on a presented resource.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match an important piece of information to a presented resource.</b>            Ex. Given a picture and words related to information shared about a bird, students match picture/words to the book about birds.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to important information shared from a presented resource.</b></p>



Grade 5 Benchmark	Grade 5 Academic Benchmark	Levels of Complexity
<p><b>D. Students use strategies to write research reports using multiple sources, synthesizing information, incorporating notes, and using appropriate visual aids.</b></p> <p><b>E. Students connect ideas using an organizational structure such as note taking, outlining, or graphic organizers.</b></p>	<p><b>5.A.W.2.4 Student obtain and write information about a given topic from a presented resource using a provided organizer.</b></p> 	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students obtain and write information about a topic from a presented resource using a provided organizer.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students obtain and write information about a given topic from a presented resource using a provided organizer.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students obtain information about a given topic given two choices.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to information texts.</b></p>

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

<b>CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b> <b>ACADEMIC CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students apply writing skills to communicate.</b>		
Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p><b>1. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</b></p> <p><b>A. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information using a controlling idea and adequate details.</b></p>	<p><b>1. Students apply writing skills.</b></p> <p><b>6.A.W.1.1 Students identify a topic to investigate by organizing given topics into provided categories.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students identify a topic to investigate by organizing their own topics into categories.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students identify a topic to investigate by organizing given topics into provided categories.</b>                      Ex. Given topics about plants and animals, students sort the topics into provided categories of plants and animals, and identify a topic to investigate.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students sort similar topics given provided categories.</b>                      Ex. Given pictures about birds and pictures about dogs, students sort the pictures into two categories.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the sorting of presented topics.</b></p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p><b>B. Students use introduction, body, and conclusion, with supporting sentences and details to develop ideas in multi-paragraph expository and persuasive modes.</b></p>	<p><b>6.A.W.1.2 Students write a topic sentence and match it to a presented closing sentence.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write a topic sentence and then write another sentence with the same topic to represent a closing sentence.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a topic sentence and match it to a presented closing sentence.</b>            Ex. Students match the topic sentence, "Plants can grow," with a correct closing sentence given two choices.</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students identify the topic which is the same in two presented sentences.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to two sentences about the same topic.</b></p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p><b>C. Students use persuasive word choice, engaging voice, and correct sentence structure.</b></p>	<p><b>6.A.W.1.3 Students write a sentence using voice to express a like or dislike using words, pictures, symbols, objects, and/or logos.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write an elaborated sentence using voice to express a like and dislike using word pictures, symbols, objects, and/or logos.</b>            Ex. Students write, "We have to have pizza because I love it."</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a sentence using voice to express a like or dislike using words, pictures, symbols, objects, and/or logos.</b>            Ex. Students write, "Like friends," or, "love pizza."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students identify a like or a dislike.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students respond to a like or dislike.</b></p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>D. Student use grade level-appropriate conventions of capitalization, spelling, punctuation, grammar and usage such as present perfect, past perfect, and future perfect verb tenses, indefinite pronouns, verbs that agree with compound subjects, and semi colons to connect independent clauses.</p>	<p>6.A.W.1.4 Students write complete sentences using capitalization, spelling, pronouns, and end punctuation.</p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write complete sentences using capitalization, spelling, pronouns, subject/verb agreement, and end punctuation.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write complete sentences using capitalization, spelling, pronouns, and end punctuation.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write simple, complete sentences using capitalization, spelling, and end punctuation.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to shared complete sentences.</b></p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p>E. Students use a variety of written tools including a thesaurus, dictionary, reference material, and technology.</p> <p>G. Students use strategies to edit and publish written work.</p>	<p>6.A.W.1.5 Students use new vocabulary in their writing by using lists of categorized words, pictures, symbols, objects, and/or logos or environmental print.</p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use new vocabulary in their writing by using lists of words, pictures, symbols, objects, and/or logos and/or environmental print.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use new vocabulary in their writing by using lists of categorized words, pictures, symbols, objects, and/or logos and/or environmental print.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a new vocabulary word to presented words, pictures, symbols, objects, and/or logos.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to use of new words.</b></p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p><b>F. Students use strategies to draft and revise written work such as producing multiple drafts.</b></p>	<p><b>6.A.W.1.6 Students locate and replace an unrelated detail in a message with a provided related detail.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students locate and replace an unrelated detail in a message with a related detail.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students locate and replace an unrelated detail in a message with a provided related detail.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a related detail to a message.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to locating and replacing an unrelated detail in a message with a provided detail.</b></p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p><b>2. Students write a variety of expressive and expository pieces.</b></p> <p><b>A. Students write and share literary analysis, using grade level-appropriate strategies such as:</b></p> <p><b>1. Developing an interpretation, exhibiting careful reading, understanding and insight;</b></p> <p><b>2. Organizing the interpretation around several clear ideas, premises, or images; and</b></p> <p><b>3. Developing and justifying the interpretation through use of examples and textual evidence.</b></p>	<p><b>2. Students write expressive and expository pieces.</b></p> <p><b>6.A.W.2.1 Students write a book or story report and include a response based on a connection or their personal experience.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write a book or story report and include a response based on a connection and their personal experience.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a book or story report and include a response based on a connection or their personal experience.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write a teacher-presented connection or personal experience to a presented book or story report.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to a teacher-presented connection or personal experience to a presented book or story report.</b></p>



Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p><b>B. Students write and share literary text (personal narratives, journals, poetry, short stories) using grade level-appropriate strategies such as:</b></p> <ol style="list-style-type: none"> <li><b>1. Establishing appropriate point of view;</b></li> <li><b>2. Including sensory detail and concrete language; and</b></li> <li><b>3. Using a range of narrative devices including dialogue and suspense.</b></li> </ol>	<p><b>6.A.W.2.2 Students display a book or story report based on a variety of literary text which includes a response based on a connection or their personal experience and share a comment.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students display and share a book or story report based on a variety of literary text which includes a response based on a connection or their personal experience, share a comment, and respond to a question.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students display a book or story report based on a variety of literary text which includes a response based on a connection or their personal experience and share a comment.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a provided connection or personal experience to a book or story report.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to students who are sharing book/story reports which include a response based on a connection or their personal experience.</b></p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p><b>C. Students write directions, explain problem and solutions, or procedures.</b></p>	<p><b>6.A.W.2.3 Students write a one-step direction using words, pictures, symbols, words, objects and/or logos.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write a two-step direction using words, pictures, symbols, words, objects and/or logos.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a one-step direction using words, pictures, symbols, words, objects and/or logos.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a written one-step direction to an action.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to one-step directions.</b></p>

Grade 6 Benchmark	Grade 6 Academic Benchmark	Levels of Complexity
<p><b>D. Using multiple sources, students create and present informational reports, posters, maps, and or pamphlets, using strategies to write research such as evaluating and synthesizing information, incorporating notes into a finished product, including facts, details, and examples.</b></p>	<p><b>6.A.W.2.4 Students use one source to create informational reports, posters, maps or pamphlets.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use more than one source to create informational reports, posters, maps or pamphlets.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use one source to create informational reports, posters, maps or pamphlets.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students select information from one presented source to use in a teacher-created informational report, poster, map or pamphlet.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to information from one presented source to use in a teacher-created informational report, poster, map or pamphlet.</b></p>

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

<b>CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b>		
<b>ACADEMIC CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students apply writing skills to communicate.</b>		
Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<b>1. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</b>  <b>A. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping ideas, and organizing information.</b>	<b>1. Students apply writing skills.</b>  <b>7.A.W.1.1 Students organize presented topics into categories in order to investigate.</b>	<b>Level IV</b> <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> <b>Students organize topics into categories in order to investigate.</b>
		<b>Level III</b> <i>Students consistently perform in several familiar settings.</i> <b>Students organize presented topics into categories in order to investigate.</b> Ex. Given the following topics: cars, bikes, skateboards, ice cream, cereal, and bananas, students group the topics into the two provided categories of things that move and food.
		<b>Level II</b> <i>Students require external support and multiple prompts in limited familiar settings.</i> <b>Students write a list of topics from which to write.</b> Ex. Students write a list of topics when the teacher asks, "Which of these do you want to learn more about: dogs, sports, school, or music?"
		<b>Level I</b> <i>Students require external support and multiple prompts in a structured setting.</i> <b>Students attend to the organization of topics into categories.</b>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p><b>B. Students organize writing logically, chronologically, and coherently using strong beginnings, supporting sentences, appropriate transitions, and strong conclusions.</b></p>	<p><b>7.A.W.1.2 Students organize their writing by writing and placing a topic sentence, two details, and a closing sentence onto a teacher-provided labeled template.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students organize their writing by using a topic sentence, two details, and a closing sentence on a teacher-provided, unlabeled template.</b>            Ex. Given an unlabeled template, students organize the following sentences on the template: "I have to get ready for school. First, I wake up; then I eat breakfast. I get dressed. Now it is time for the bus!"</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students organize their writing by writing and placing a topic sentence, two details, and a closing sentence onto a teacher-provided labeled template.</b>            Ex. Given a template labeled with pictures clues for the placement of the topic sentence, details, and closing sentences, students write and place their sentences on it. ("Dogs make good pets. Dogs play catch. Dogs are friendly. That's why dogs make good pets.")</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students select a topic sentence and a detail from presented sentences and match its placement to a completed, labeled template.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the presentation of a topic sentence, related details, and closing sentence on a teacher-provided labeled template.</b></p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p><b>C. Students use meaningful word choice, voice, and sentence fluency.</b></p>	<p><b>7.A.W.1.3 Students write a sentence using voice to express a like or dislike and a sentence using voice to express a feeling.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students identify and explain the use of voice to express a like or dislike and to express a feeling.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a sentence using voice to express a like or dislike and a sentence using voice to express a feeling.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students pair a like, a dislike, and a feeling with presented pictures.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the pairing of a like, a dislike, or a feeling associated with presented pictures.</b></p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p><b>D. Students utilize various writing strategies and tools to revise writing such as producing multiple drafts; focusing on central idea; including descriptive detail; using element of style such as word choice, tone, sentence variety; and revising for clarity, content, vocabulary to improve writing.</b></p>	<p><b>7.A.W.1.4 Students revise drafts by adding, elaborating, or rearranging ideas.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students revise drafts by adding, elaborating, or rearranging ideas to produce more than one draft.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students revise drafts by adding, elaborating, or rearranging ideas.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students revise their writing by adding or elaborating.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to writing presented in its original form and its revised form.</b></p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p><b>E. Students use grade level- appropriate conventions of spelling, usage, punctuation, capitalization, and grammar such as infinities, and participles, pronoun-antecedent agreements, hyphens, dashes, brackets, and word bases and affixes in spelling.</b></p>	<p><b>7.A.W.1.5 Students write and edit a compound sentence by combining two presented sentences with <i>and</i> using capitalization, spelling, pronouns, and end punctuation.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write and edit a compound sentence by combining two self-created sentences with <i>and</i> using capitalization, spelling, pronouns, and end punctuation.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write and edit a compound sentence by combining two presented sentences with <i>and</i> using capitalization, spelling, pronouns, and end punctuation.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write compound sentences by combining two presented sentences with <i>and</i>.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to compound sentences using <i>and</i>.</b></p>



Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p><b>F. Students use strategies to edit and publish written work such as editing for grammar, punctuation, capitalization, and spelling; and use resources (dictionaries, spell checkers, and style manuals) to edit and proof read.</b></p>	<p><b>7.A.W.1.6 Students identify errors in spelling, capitalization, and end punctuation in presented sentences using classroom resources.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students identify and correct errors in spelling, capitalization, and end punctuation in presented sentences using classroom resources.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students identify errors in spelling, capitalization, and end punctuation in presented sentences using classroom resources.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match one correctly written sentence to the same sentence containing errors in spelling, capitalization, or end punctuation.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the identification of errors in spelling, capitalization, and end punctuation in presented sentences using classroom resources.</b></p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p><b>2. Students write a variety of expressive and expository pieces.</b></p> <p><b>A. Students write and share literary texts (personal narratives, journals, poetry, plays, short stories) using grade level-appropriate strategies such as:</b></p> <ol style="list-style-type: none"> <li><b>1. Developing major and minor characters; and</b></li> <li><b>2. Developing a setting.</b></li> </ol>	<p><b>2. Students write expressive and expository pieces.</b></p> <p><b>7.A.W.2.1 Students share and communicate stories, plays, journals, and/or poems including characters or setting with others.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students share and communicate stories, plays, journals, and/or poems including characters and setting with others.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students share and communicate stories, plays, journals, and/or poems including characters or setting with others.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students share stories, plays, journals, and/or poems with others.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to sharing of stories, plays, journals, and/or poems.</b></p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p><b>B. Students write reports and present demonstrations.</b></p> <p><b>1. Students explain problems, solutions, and procedures.</b></p> <p><b>2. Students use a variety of strategies to identify topics to investigate such as constructing questions, narrowing the focus, and gathering information.</b></p> <p><b>3. Students use strategies to cite reference sources such as quoting or paraphrasing information sources or listing resources by title.</b></p>	<p><b>7.A.W.2.2 Students identify a topic from presented topics that states a problem and write a solution or procedure.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students identify a topic which states a problem and write a solution or procedure using words, pictures, symbols, objects, and/or logos.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students identify a topic from presented topics that states a problem and write a solution or procedure.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students recognize a topic that states a problem.</b>            Ex. Students indicate that the topic in the sentence: "Bill can't find his lunch," is a problem.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to presented topics which state a problem.</b></p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p><b>C. Students write and share literary analysis using grade level-appropriate strategies such as:</b></p> <p><b>1. Describing settings, plot structure, and theme or conflict; and</b></p> <p><b>2. Describing connections between historical and cultural influences and literary selections.</b></p>	<p><b>7.A.W.2.3 Students identify a resource used in their research about a problem, solution, or procedures.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students identify two resources used in their research about a problem, solution, and procedures.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students identify a resource used in their research about a problem, solution, or procedures.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a presented topic about a problem to a familiar resource.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to presented research about a problem.</b></p>

Grade 7 Benchmark	Grade 7 Academic Benchmark	Levels of Complexity
<p><b>C. Students write and share literary analysis using grade level-appropriate strategies such as:</b></p> <p><b>1. Describing settings, plot structure, and theme or conflict; and</b></p> <p><b>2. Describing connections between historical and cultural influences and literary selections.</b></p>	<p><b>7.A.W.2.4 Students write a description of the setting and conflict from a presented literary text.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write a description of the setting, conflict, and a personal connection from a presented literary text.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a description of the setting and conflict from a presented literary text.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students identify a setting or conflict from a literary text.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the setting or conflict from a literary text.</b></p>

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

**CONTENT STANDARD 2. WRITING**

**Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.**

**ACADEMIC CONTENT STANDARD 2. WRITING**

**Students apply writing skills to communicate.**

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p><b>1. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</b></p> <p><b>A. Students write using a clear idea with specific details, establishing a controlling impression and a coherent thesis.</b></p> <p><b>C. Students establish organization within and among paragraphs through effective transitions, parallel structures, and cohesive writing techniques.</b></p>	<p><b>1. Students apply writing skills.</b></p> <p><b>8.A.W.1.1 Students select a topic and write a paragraph using a topic sentence, two details, and a closing sentence.</b></p>	<p><b>Level IV</b> <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i> <b>Students select a topic and write/represent a paragraph using a topic sentence, two details, voice, and a closing sentence.</b></p>
		<p><b>Level III</b> <i>Students consistently perform in several familiar settings.</i> <b>Students select a topic and write a paragraph using a topic sentence, two details, and a closing sentence.</b></p>
		<p><b>Level II</b> <i>Students require external support and multiple prompts in limited familiar settings.</i> <b>Students select a topic and pair a presented related sentence given a choice of two sentences.</b></p>
		<p><b>Level I</b> <i>Students require external support and multiple prompts in a structured setting.</i> <b>Students attend to the presentation of a paragraph using a topic sentence, two details, and a closing sentence.</b></p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p><b>B. Students use a variety of strategies to generate ideas for written work such as developing a plan, grouping related ideas, organizing information according to type and purpose of writing.</b></p>	<p><b>8.A.W.1.2 Students develop a plan for their writing using a teacher- provided graphic organizer such as a web.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students develop a plan for their writing using a graphic organizer such as a web.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students develop a plan for their writing using a teacher-provided graphic organizer such as a web.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a topic to a topic and a supporting detail to a supporting detail onto a web.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to how others match a topic to a topic and a supporting detail to a supporting detail onto a web.</b></p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p><b>D. Student writing is appropriate for intended audience and purposes; voice is apparent.</b></p> <p><b>E. Students use meaningful word choice to achieve purpose.</b></p>	<p><b>8.A.W.1.3 Students use meaningful word choice to show voice in writing a persuasive product, given a word bank.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use meaningful word choice to show voice in writing a persuasive product for a specific audience given a word bank.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use meaningful word choice to show voice in writing a persuasive product, given a word bank.</b>            Ex. Students write, "He was very unhappy."</p>
		<p><b>Level II</b>  <i>Students apply knowledge and skills in a limited number of familiar settings</i>  <b>Students show his or her feelings about a topic by selecting a picture, symbol, word, or object.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to meaningful word choice to show voice in other's writing.</b></p>



Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p><b>F. Students use grade-level-appropriate sentence fluency with compound and complex sentences, parallel structure in a series, and sentence variety.</b></p>	<p><b>8.A.W.1.4 Students use a simple and a compound sentence in a paragraph.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use two or more simple and compound sentences in a paragraph.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use a simple and a compound sentence in a paragraph.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write a compound sentence using the word <i>and</i>.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the presentation of simple and compound sentences.</b></p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p><b>G. Students use grade-level-appropriate conventions with spelling, usage, punctuation, capitalization, and grammar such as subordinate and coordinate conjunctions, comparative adjectives, and proper pronoun case.</b></p>	<p><b>Addressed in 8.A.W.1.6</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i></p> <p><b>Addressed in 8.A.W.1.6</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i></p> <p><b>Addressed in 8.A.W.1.6</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i></p> <p><b>Addressed in 8.A.W.1.6</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i></p> <p><b>Addressed in 8.A.W.1.6</b></p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p>H. Students use strategies to draft and revise written work such as producing multiple drafts; focusing on a central idea; including descriptive detail; using elements of style such as word choice, tone, sentence variation; and revising for clarity, content, vocabulary, details, sequence, coherence, and point of view.</p>	<p>8.A.W.1.5 Students revise writing products by sharing their writing with a teacher to add, rearrange, or elaborate ideas.</p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students revise writing products by sharing their writing with a teacher to add, rearrange, or elaborate ideas and by self-selecting his or her own ideas.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students revise writing products by sharing their writing with a teacher to add, rearrange, or elaborate ideas.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students revise drafts by choosing a teacher-presented revision including adding, elaborating, or rearranging ideas.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to revised writing.</b></p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p><b>I. Students use strategies to edit and publish written work such as editing for conventions and using resources to edit such as dictionaries, spell checkers, and style manuals.</b></p>	<p><b>8.A.W.1.6 Students edit their work using classroom resources.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students edit their work using a simplified style guide.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students edit their work using classroom resources.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students edit their work by correcting an indicated error using provided resources.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the use of resources to edit student work.</b></p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p><b>J. Students use word processing in the writing process.</b></p>	<p><b>8.A.W.1.7 Students use a word processor to write a product with teacher assistance.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use a word processor to write a product.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use a word processor to write a product with teacher assistance.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students assist in the use of a word processor to write a product.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students observe others using a word processor to write a product.</b></p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p><b>2. Students use appropriate strategies to write a variety of expressive and expository pieces.</b></p> <p><b>A. Students write and share literary texts (poetry, journals, letters, short stories, plays, essays, personal narratives, short stories, literary responses) using appropriate strategies.</b></p>	<p><b>2. Students write expressive and expository pieces.</b></p> <p><b>8.A.W.2.1 Students write, share, and express an opinion about presented literary texts.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students write, share, and express an opinion using details from presented literary texts.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write, share, and express an opinion about presented literary texts.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students recognize a sentence which expresses an opinion.</b>  Ex. Given two sentences, one of which states that, "School is fun," students indicate that it does express an opinion or like/dislike.</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to displayed products about stories, plays, journals, and/or poems.</b></p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p><b>B. Students write and share literary analyses using grade level-appropriate strategies by:</b></p> <p><b>1. Stating an interpretive, analytic, evaluative, or reflective position;</b></p> <p><b>2. Supporting inferences or conclusions with examples from the text, personal experience, or other works.</b></p>	<p><b>Addressed in 8.A.W.2.1</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i></p> <p><b>Addressed in 8.A.W.2.1</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i></p> <p><b>Addressed in 8.A.W.2.1</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i></p> <p><b>Addressed in 8.A.W.2.1</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i></p> <p><b>Addressed in 8.A.W.2.1</b></p>

Grade 8 Benchmark	Grade 8 Academic Benchmark	Levels of Complexity
<p>C. Students produce expository essays, technical writing, and reports.</p> <p>D. Students use strategies to write research reports such as evaluating and synthesizing information for use in writing; incorporating visual aids; including facts, details, explanations, and examples; and using more than two sources.</p>	<p>8.A.W.2.2. Students use one source to create informational reports, posters, maps, or pamphlets.</p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar settings using natural supports.</i>  <b>Students use two sources to create informational reports, posters, maps, or pamphlets.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use one source to create informational reports, posters, maps, or pamphlets.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students identify one related detail from an informational report, poster, map, or pamphlet.</b></p>
		<p><b>Level I</b>  <i>Students apply knowledge and skills in a structured setting.</i>  <b>Students observe as others use resources to write an informational report, poster, map, or pamphlet.</b></p>



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

<b>CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students use the writing process and use appropriate strategies to write a variety of expressive and expository pieces.</b>		
<b>ACADEMIC CONTENT STANDARD 2. <u>WRITING</u></b> <b>Students apply writing skills to communicate.</b>		
Grade 11 Benchmark	Grade 11 Academic Benchmark	Levels of Complexity
<p><b>1. Students apply writing skills to plan, draft, revise, and publish writing for intended audiences.</b></p> <p><b>A. Students write a variety of level-appropriate modes/genres by:</b></p> <p><b>1. Explaining ideas in their reading.</b></p> <p><b>2. Elaborating on concepts in literature.</b></p> <p><b>3. Using others' works as models for effective writing.</b></p> <p><b>4. Using word processing and other tools of technology to create multimedia presentations.</b></p>	<p><b>1. Students apply writing skills.</b></p> <p><b>11.A.W.1.1 Students use the writing process to publish a written product using word processing with teacher assistance.</b></p>	<p><b>Level IV</b> <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i> <b>Students use the writing process to publish a written product using word processing and other multi-media (i.e., PowerPoint, picture display, or poster).</b></p>
		<p><b>Level III</b> <i>Students consistently perform in several familiar settings.</i> <b>Students use the writing process to publish a written product using word processing with teacher assistance.</b></p>
		<p><b>Level II</b> <i>Students require external support and multiple prompts in limited familiar settings.</i> <b>Students assist in publishing a written product using word processing with teacher assistance.</b></p>
		<p><b>Level I</b> <i>Students require external support and multiple prompts in a structured setting.</i> <b>Students observe others publishing written products using a word processor.</b></p>

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<p><b>B. Students use strategies to generate ideas for written work including:</b></p> <ol style="list-style-type: none"> <li>1. Considering audience and purpose in planning.</li> <li>2. Developing a focus.</li> <li>3. Using vivid, specific and relevant details and concepts.</li> </ol>	<p><b>11.A.W.1.2 Students generate ideas for written work including topics and specific details.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students generate ideas for written work including organized topics and related specific details.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students generate ideas for written work including topics and specific details.</b>            Ex. Students write, "Football is a sport. A field goal is 3 points. A touchdown is 6 points. Football players wear helmets."</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a topic to a specific detail given two choices.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to ideas being generated for written work including topics and specific details.</b></p>

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<p><b>C. Students use organization skills to:</b></p> <ol style="list-style-type: none"> <li><b>1. Arrange paragraphs into logical progression;</b></li> <li><b>2. Include a concluding statement; and</b></li> <li><b>3. Use transitions in written work.</b></li> </ol>	<p><b>11.A.W.1.3 Students write an organized paragraph that includes a topic sentence, three supporting details, and a closing sentence.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students write an organized paragraph that includes a topic sentence, four supporting details, and a closing sentence.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write an organized paragraph that includes a topic sentence, three supporting details, and a closing sentence.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write two detailed sentences related to a given topic given choices.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students observe others writing an organized paragraph using a topic sentence, supporting details, and a closing sentence.</b></p>

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<p><b>D. Students use meaningful voice by adapting writing for different audiences and purposes by:</b></p> <ol style="list-style-type: none"> <li>1. Using suitable content, vocabulary, style, structure, tone and voice;</li> <li>2. Considering background, age, knowledge of audience; and</li> <li>3. Using appropriate level of formality.</li> </ol> <p><b>F. Students use meaningful word choice appropriate to purpose to achieve a specific tone.</b></p>	<p><b>11.A.W.1.4 Students write products for a given audience and defined purpose.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students write products for a self-selected purpose and a given audience.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write products for a given audience and defined purpose.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students match a sentence to a teacher-provided purpose given two choices.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to others producing products for a given audience and defined purpose.</b></p>

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<p><b>E. Students use meaningful sentence construction to achieve logical sentence order and varied sentence structures (parallel, compound-complex, and analogous).</b></p>	<p><b>11.A.W.1.5 Students write a sentence that restates and maintains the meaning of a provided sentence.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students combine two sentences into one new sentence that restates and maintains the original meaning of the sentences.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a sentence that restates and maintains the meaning of a provided sentence.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students complete a partially-completed sentence using a provided word bank to maintain a given meaning of a provided sentence.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students observe rewriting a sentence that maintains the meaning of an original sentence.</b></p>

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<p>G. Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:</p> <ol style="list-style-type: none"> <li>1. Using commonly confused terms appropriately;</li> <li>2. Capitalizing names of regions;</li> <li>3. Using noun-pronoun agreements;</li> <li>4. Using ellipses and semicolons;</li> <li>5. Using conditional tenses; and</li> <li>6. Using parallel structure.</li> </ol>	<p>Addressed in 11.A.W.1.7</p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i></p> <p>Addressed in 11.A.W.1.7</p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i></p> <p>Addressed in 11.A.W.1.7</p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i></p> <p>Addressed in 11.A.W.1.7</p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i></p> <p>Addressed in 11.A.W.1.7</p>

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<p><b>H. Students use strategies to draft and revise written work such as producing multiple drafts.</b></p>	<p><b>11.A.W.1.6 Students revise products by sharing work with two conferencing partners to add, rearrange, or elaborate ideas.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students revise products by working with another student to revise the other student’s writing by suggesting, reacting, or elaborating ideas.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students revise products by sharing work with two conferencing partners to add, rearrange, or elaborate ideas.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students revise their own or teacher-provided sentences by adding ideas or details.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the revisions of writing products.</b></p>

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<p><b>I. Students use strategies to edit and publish written work.</b></p> <p><b>G. Students use grade level-appropriate language conventions for spelling, capitalization, punctuation, grammar, and usage by:</b></p> <ol style="list-style-type: none"> <li><b>1. Using commonly confused terms appropriately;</b></li> <li><b>2. Capitalizing names of regions;</b></li> <li><b>3. Using noun-pronoun agreements;</b></li> <li><b>4. Using ellipses and semicolons;</b></li> <li><b>5. Using conditional tenses; and</b></li> <li><b>6. Using parallel structure.</b></li> </ol>	<p><b>11.A.W.1.7 Students edit their work for correct conventions including spelling, grammar, and punctuation using classroom resources.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students edit their work using a simplified style guide.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students edit their work for correct conventions including spelling, grammar, and punctuation using classroom resources.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students edit their work by using a provided list to correct teacher-indicated errors.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to the use of resources to edit writing products.</b></p>



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<p><b>2. Students use appropriate strategies to write a variety of expressive and expository pieces.</b></p> <p><b>A. Students write and share literary analyses, using grade level-appropriate strategies by:</b></p> <ol style="list-style-type: none"> <li><b>1. Examining literature from several critical perspectives;</b></li> <li><b>2. Analyzing author's stylistic devices and effects;</b></li> <li><b>3. Analyzing author's use of literary elements; and</b></li> <li><b>4. Using information in a text to support assertions.</b></li> </ol>	<p><b>2. Students write expressive and expository pieces.</b></p> <p><b>11.A.W.2.1 Students write a response to a literary text including supporting information from the text.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students write a response to a literary text including an opinion with support for his or her opinion.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a response to a literary text including supporting information from the text.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write a sentence to express a response to a literary text.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to others sharing and communicating about a literary text.</b></p>

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<p><b>B. Students write and share literary texts (such as personal essays, reflective narratives, poetry, plays, literary analyses, speeches) using grade level-appropriate strategies. They are able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Convey a unifying theme or tone;</b></li> <li><b>2. Use sensory details to describe sights, sounds, movement, and gestures;</b></li> <li><b>3. Use interior monologue to convey feelings; and</b></li> <li><b>4. Pace action with changes in time and mood.</b></li> </ol>	<p><b>11.A.W.2.2 Students write and share responses to a literary text including sensory details and description (i.e., color, size, softness).</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students write and share responses to a literary text including sensory details and descriptions (i.e., color, size, softness) about a character and a setting.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write and share responses to a literary text including sensory details and description (i.e., color, size, softness).</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students select a sentence that matches a sensory detail from a literary text.</b></p>
		<p><b>Level I</b>  <i>Students require external support and multiple prompts in a structured setting.</i>  <b>Students attend to others sharing or communicating descriptions about literary texts.</b></p>

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<p><b>C. Students create technical writing for practical tasks (e.g., scientific procedures, business letters, letters to the editor, resumes, applications) using grade level-appropriate strategies. They are able to:</b></p> <ol style="list-style-type: none"> <li><b>1. Use appropriate organizational form; and</b></li> <li><b>2. Use formal language and tone.</b></li> </ol>	<p><b>11.A.W.2.3 Students write a letter or a practical text such as directions, a process, or a scientific procedure.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students write a letter using appropriate form, organized directions or process, or a scientific procedure including details.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students write a letter or a practical text such as directions, a process, or a scientific procedure.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students write a letter and place signature in the appropriate location.</b></p>
		<p><b>Level I</b>  <i>Students apply knowledge and skills in a structured setting.</i>  <b>Students attend to the presentation of their own name or a representation of their name in a letter.</b></p>

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<p><b>D. Students write and present persuasive essays, demonstrations, and reports, (research, problem/solution) using grade level-appropriate strategies.</b></p> <p><b>1. Using evidence to support a thesis;</b></p> <p><b>2. Addressing author biases and concerns;</b></p> <p><b>3. Using information and ideas from primary and secondary sources; and</b></p> <p><b>4. Documenting sources using appropriate standard formats.</b></p>	<p><b>11.A.W.2.4 Students use two provided sources to write informational and/or persuasive reports, posters, maps, or pamphlets.</b></p>	<p><b>Level IV</b>  <i>Students consistently and independently perform in unfamiliar setting using natural supports.</i>  <b>Students use self-selected familiar sources to write informational and/or persuasive reports, posters, maps, or pamphlets.</b></p>
		<p><b>Level III</b>  <i>Students consistently perform in several familiar settings.</i>  <b>Students use two provided sources to write informational and/or persuasive reports, posters, maps, or pamphlets.</b></p>
		<p><b>Level II</b>  <i>Students require external support and multiple prompts in limited familiar settings.</i>  <b>Students assist in writing and/or persuasive reports, posters, maps, or pamphlets.</b></p>
		<p><b>Level I</b>  <i>Students apply knowledge and skills in a structured setting.</i>  <b>Students observe as others write and/or design persuasive reports, posters, maps, or pamphlets.</b></p>