Secondary Criteria: Minnesota Academic Standards

Subject: Language Arts

Grade: 1

Classroom Supplement and Lesson Plans - First Grade

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**

INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**1.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonics and Word Recognition**
INDICATORS OF PROGRESS / STRAND	**1.3.0.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**

INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends

CONTENT STANDARD / DOMAIN	MN.1.6.	**Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.

INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**

INDICATORS OF PROGRESS / STRAND	1.10.2.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.1.1.	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**

INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**

INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**

INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**1.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATORS OF PROGRESS	0.3.0.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	**Know and apply grade-level phonics and word analysis skills in decoding words.**
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.f.	Read words with inflectional endings.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATORS OF PROGRESS	1.10.2.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	1.10.4.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	1.10.5.5. a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATORS OF PROGRESS	1.10.5.5. b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

INDICATORS OF PROGRESS	1.3.0.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.

INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

INDICATORS OF PROGRESS	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

INDICATORS OF PROGRESS	1.10.2.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**1.10.5.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.**

INDICATORS OF PROGRESS	1.10.5.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

INDICATORS OF PROGRESS	1.10.5.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATORS OF PROGRESS	1.10.2.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATORS OF PROGRESS	1.10.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**1.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonics and Word Recognition**
INDICATORS OF PROGRESS / STRAND	**1.3.0.3.**	**Know and apply grade-level phonics and word analysis skills in decoding words.**
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.a.	Capitalize dates and names of people.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	1.10.5.5. a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATORS OF PROGRESS	1.10.5.5. b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition

INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATORS OF PROGRESS	1.3.0.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATORS OF PROGRESS	1.10.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.

INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**1.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**

INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.

INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.1.1.	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.f.	Read words with inflectional endings.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**

INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	1.10.4.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**1.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.d.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
INDICATORS OF PROGRESS	1.3.0.3.e.	Decode two-syllable words following basic patterns by breaking the words into syllables.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.h.	Use determiners (e.g., articles, demonstratives).
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.a.	Capitalize dates and names of people.

INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**

INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**

INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**

INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**

INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
INDICATORS OF PROGRESS	0.3.0.2.c.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.d.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends

CONTENT STANDARD / DOMAIN	**MN.1.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Week 12: Unit 2 Writing from Notes, p. 125-132

Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.

INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATORS OF PROGRESS	1.10.2.2.a.	Capitalize dates and names of people.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**

INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**

INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATORS OF PROGRESS	1.10.1.1.a.	Print all upper- and lowercase letters.

INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.

INDICATORS OF PROGRESS	1.10.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**1.10.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

INDICATORS OF PROGRESS	1.10.4.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**1.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD / DOMAIN	MN.1.6.	**Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

CONTENT STANDARD / DOMAIN	MN.1.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**1.10.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

INDICATORS OF PROGRESS	1.10.4.4. b.	Use frequently occurring affixes as a clue to the meaning of a word.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing

INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**1.10.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**
INDICATORS OF PROGRESS	1.10.4.4.b.	Use frequently occurring affixes as a clue to the meaning of a word.

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**1.10.5.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	1.10.5.5.a.	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
INDICATORS OF PROGRESS	1.10.5.5.b.	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**

INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition

INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.d.	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**1.10.5.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.**
INDICATORS OF PROGRESS	1.10.5.5.d.	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**

INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.2.1.1.	Ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	1.2.2.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.6.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.2.7.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATORS OF PROGRESS / STRAND	1.2.8.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.7.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.2.1.1.	Ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	1.2.2.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.6.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.2.7.7.	Use the illustrations and details in a text to describe its key ideas.

INDICATORS OF PROGRESS / STRAND	1.2.8.8.	Identify the reasons an author gives to support points in a text.

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**

INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**1.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD / DOMAIN	MN.1.6.	**Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**

INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

CONTENT STANDARD / DOMAIN	MN.1.6.	**Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Research to Build and Present Knowledge**

INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CONTENT STANDARD / DOMAIN	MN.1.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.c.	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
INDICATORS OF PROGRESS	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
INDICATORS OF PROGRESS	1.10.2.2.e.	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.2.1.1.	Ask and answer questions about key details in a text.
INDICATORS OF PROGRESS / STRAND	1.2.2.2.	Identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.6.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.2.7.7.	Use the illustrations and details in a text to describe its key ideas.
INDICATORS OF PROGRESS / STRAND	1.2.8.8.	Identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
INDICATORS OF PROGRESS	1.3.0.3.f.	Read words with inflectional endings.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.7.7.	Participate in shared research and writing projects (e.g., explore a number of ''how-to'' books on a given topic and use them to write a sequence of instructions).
INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.

INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**

INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**

INDICATORS OF PROGRESS / STRAND	**1.10.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

INDICATORS OF PROGRESS	1.10.4.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**

INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**

INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	MN.1.1.	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**

INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**

INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**

INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**

INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.6.	**Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**

INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
INDICATORS OF PROGRESS	1.10.2.2.d.	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	**1.3.0.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

INDICATORS OF PROGRESS	1.3.0.3.f.	Read words with inflectional endings.

CONTENT STANDARD / DOMAIN	MN.1.6.	**Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**

INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

CONTENT STANDARD / DOMAIN	MN.1.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**

INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.

CONTENT STANDARD / DOMAIN	MN.1.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**

INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).

CONTENT STANDARD / DOMAIN	MN.1.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**

INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
INDICATORS OF PROGRESS	1.10.1.1.i.	Use frequently occurring prepositions (e.g., during, beyond, toward).

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATORS OF PROGRESS	1.10.4.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
INDICATORS OF PROGRESS	0.3.0.2.b.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition
INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.a.	Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.a.	Capitalize dates and names of people.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**
INDICATORS OF PROGRESS / STRAND	**1.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Fluency**
INDICATORS OF PROGRESS / STRAND	**1.3.0.4.**	**Read with sufficient accuracy and fluency to support comprehension.**

INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN	**MN.1.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Text Types and Purposes**
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	**MN.1.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	**MN.1.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Research to Build and Present Knowledge**
INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

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Grade **1** - Adopted: **2010**

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CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity

INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**

INDICATORS OF PROGRESS / STRAND	1.3.0.1.	**Demonstrate understanding of the organization and basic features of print.**

INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	**Reading Benchmarks: Foundational Skills K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Phonological Awareness**

INDICATORS OF PROGRESS / STRAND	1.3.0.2.	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD / DOMAIN	MN.1.6.	**Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Text Types and Purposes**

INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CONTENT STANDARD / DOMAIN	MN.1.6.	**Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**

INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

CONTENT STANDARD / DOMAIN	MN.1.6.	**Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**

INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.
CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	**1.3.0.2.**	**Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.

CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.

CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.6.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.2.7.7.	Use the illustrations and details in a text to describe its key ideas.

CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Fluency**
INDICATORS OF PROGRESS / STRAND	**1.3.0.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATORS OF PROGRESS	1.3.0.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
CONTENT STANDARD / DOMAIN	**MN.1.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Text Types and Purposes**
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	**MN.1.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	**MN.1.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Research to Build and Present Knowledge**

INDICATORS OF PROGRESS / STRAND	1.6.8.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CONTENT STANDARD / DOMAIN	MN.1.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	**1.8.1.1.**	**Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.**
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.

CONTENT STANDARD / DOMAIN	MN.1.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).

CONTENT STANDARD / DOMAIN	MN.1.8.	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade **1** - Adopted: **2010**

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Key Ideas and Details**
INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Craft and Structure**

INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Integration of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.
CONTENT STANDARD / DOMAIN	**MN.1.1.**	**Reading Benchmarks: Literature K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Range of Reading and Level of Text Complexity**
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	**MN.1.3.**	**Reading Benchmarks: Foundational Skills K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Print Concepts**
INDICATORS OF PROGRESS / STRAND	**1.3.0.1.**	**Demonstrate understanding of the organization and basic features of print.**
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
CONTENT STANDARD / DOMAIN	**MN.1.6.**	**Writing Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Production and Distribution of Writing**
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	1.10.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use

INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).

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Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	1.1.3.3.	Describe characters, settings, and major events in a story, using key details.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure

INDICATORS OF PROGRESS / STRAND	1.1.4.4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	1.1.7.7.	Use illustrations and details in a story to describe its characters, setting, or events.

CONTENT STANDARD / DOMAIN	MN.1.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.1.10.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Print Concepts
INDICATORS OF PROGRESS / STRAND	1.3.0.1.	Demonstrate understanding of the organization and basic features of print.
INDICATORS OF PROGRESS	0.3.0.1.a.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonological Awareness
INDICATORS OF PROGRESS / STRAND	1.3.0.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
INDICATORS OF PROGRESS	0.3.0.2.a.	Distinguish long from short vowel sounds in spoken single-syllable words.

CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Phonics and Word Recognition

INDICATORS OF PROGRESS / STRAND	1.3.0.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
INDICATORS OF PROGRESS	1.3.0.3.f.	Read words with inflectional endings.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	1.6.2.2.	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	1.6.5.5.	With guidance and support from adults, focus on a topic, respond to questions and suggestions from adults and peers, and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN	MN.1.6.	Writing Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Research to Build and Present Knowledge
INDICATORS OF PROGRESS / STRAND	1.6.7.7.	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Comprehension and Collaboration**
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
CONTENT STANDARD / DOMAIN	**MN.1.8.**	**Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Presentation of Knowledge and Ideas**
INDICATORS OF PROGRESS / STRAND	1.8.5.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.1.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATORS OF PROGRESS	1.10.1.1.b.	Use common, proper, and possessive nouns.
INDICATORS OF PROGRESS	1.10.1.1.e.	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
INDICATORS OF PROGRESS	1.10.1.1.f.	Use frequently occurring adjectives.
CONTENT STANDARD / DOMAIN	**MN.1.10.**	**Language Benchmarks K-5**
PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Conventions of Standard English**
INDICATORS OF PROGRESS / STRAND	**1.10.2.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATORS OF PROGRESS	1.10.2.2.b.	Use end punctuation for sentences.

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	**1.10.4.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

INDICATORS OF PROGRESS	1.10.4.4.c.	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

CONTENT STANDARD / DOMAIN	MN.1.10.	**Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		**Vocabulary Acquisition and Use**
INDICATORS OF PROGRESS / STRAND	1.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).